MetLife





Collaborating for Student Success

The MetLife Survey of THE AMERICAN TEACHER

Collaborating for Student Success

Survey Field Dates:
Teachers: October 15, 2009 – November 12, 2009
Principals: October 19, 2009 – November 16, 2009
Students: October 14, 2009 – October 22, 2009

Advanced Strategy Lab Session Field Date:
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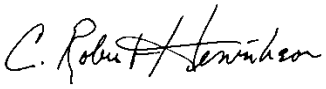
Message from MetLife

The 21st century workplace teaches that an education is never complete. There are always adaptations to be made, new things to learn, and opportunities for innovation. Collaboration plays a tremendous role in today's work environment. Success depends on commitment to a common purpose and working to accomplish more together than can be achieved individually, whether with colleagues down the hall, across the nation or around the globe.

The MetLife Survey of the American Teacher: Collaborating for Student Success looks at the school as a workplace, among its many functions. It asks if, how and to what extent teachers, principals and students work and learn together to increase their success.

Last year we observed the 25th anniversary of the annual MetLife Survey of the American Teacher series, and are pleased to continue our commitment to sharing the voices of those closest to the classroom. This year, we are releasing Survey results in three shorter reports, exploring new methods for presenting and accessing information, and emphasizing digital communication.

The voices in this Survey can help all of us – educators, parents, community members, employers, policymakers – consider our roles as collaborators in assuring the success of our schools and the students who are our future.



C. Robert Henrikson
Chairman of the Board, President and Chief Executive Officer
MetLife, Inc.

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The MetLife Survey of the American Teacher: Collaborating for Student Success

The MetLife Survey of the American Teacher: Collaborating for Student Success (2009) was conducted by Harris Interactive and is twenty-sixth in a series sponsored by MetLife since 1984 to give voice to those closest to the classroom. This *MetLife Survey* examines the views of teachers, principals and students about respective roles and responsibilities, current practice and priorities for the future.

The *Survey* findings were originally released in three parts:

- Part 1: *Effective Teaching and Leadership* examines views about responsibility and accountability; what collaboration looks like in schools, and if and to what degree it is currently practiced.

- Part 2: *Student Achievement* examines views on student goals, teacher expectations, and what educators believe would increase student achievement.

- Part 3: *Teaching as a Career* examines collaboration in the context of teacher professional growth, experience level and career path.

A national sample of public school students in grades 3 through 12, public school teachers of grades K through 12, and public school principals in grades K through 12 participated in the 2009 *Survey*. In addition, public school principals and teachers, and thought leaders in education took part in an online strategy session as part of the *Survey* development process.

Research Methods

This research combined both quantitative and qualitative methods to gain a clear picture of attitudes and perceptions among teachers, principals and students.

Survey of Teachers
A nationally representative sample of 1,003 public school teachers of grades K through 12 was interviewed. Interviews were conducted via telephone. Respondents were recruited using a targeted sample list. Telephone interviews averaged 15 minutes in length and were conducted between October 15, 2009 and November 12, 2009.

Survey of Principals
A nationally representative sample of 500 principals in public schools with grades K through 12 was interviewed. Interviews were conducted via telephone. Respondents were recruited using a targeted sample list. Telephone interviews averaged 13 minutes in length and were conducted between October 19, 2009 and November 16, 2009.

Survey of Students
A nationally representative sample of 1,018 public school students in grades 3 through 12 was interviewed. Online surveys were collected online between October 14, 2009 and October 22, 2009.

Strategy Session Among Teacher Leaders, Principals and Thought Leaders

In addition to the telephone and online interviews, Harris Interactive conducted an online strategy session among 26 thought leaders in education recruited from a targeted sample list. The session was conducted online using Harris Interactive's proprietary Advanced Strategy Lab® Online (ASL® Online) on September 15, 2009. Doug Griffen, Director of Strategy & Facilitation at the Advanced Strategy Center, moderated the session. Respondent comments from the group are included in the report.

A Note on Reading the Figures

An asterisk (*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (–) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples. Percentages depicted may not add up to 100% because some answer categories may be excluded from the figure.

About The MetLife Survey of the American Teacher Series

MetLife has sponsored the *MetLife Survey of the American Teacher* series since 1984 to give voice to those closest to the classroom. The reports for the entire series are now available online at www.metlife.com/teachersurvey with links to the ERIC (Education Resources Information Center) website: http://eric.ed.gov.

About MetLife

MetLife is a leading provider of insurance and financial services with operations throughout the United States and the Latin America, Europe and Asia Pacific regions. MetLife Foundation places strong emphasis on education and draws on the findings of the Survey to inform its grantmaking. For more information about MetLife, please visit the company's web site at www.metlife.com. Additional information about the Foundation is available at www.metlife.org.

About Harris Interactive

Harris Interactive is one of the world's leading custom market research firms, leveraging research, technology, and business acumen to transform relevant insight into actionable foresight. Known widely for the Harris Poll and for pioneering innovative research methodologies, Harris offers expertise in a wide range of industries and serves clients in over 215 countries and territories. For more information, please visit www.harrisinteractive.com.

The MetLife Survey of the American Teacher: Collaborating for Student Success
Part 1: Effective Teaching and Leadership

Summary

Part 1 of the *Survey* examines views about responsibility and accountability, what collaboration looks like in schools, and if and to what degree collaboration is currently practiced. Public school teachers and principals share **a belief in the relationship between student success and collaborative school environments** that emphasize a sense of responsibility for teachers, the principal and students themselves. Most teachers and principals are in unusually close agreement in their views on collaboration and responsibility, irrespective of their role, school level, proportion of low income or minority students, or whether the school is urban, suburban or rural. While the concept of collaboration among education professionals within a school has strong support, its **practice varies widely across schools**. Generally, elementary schools are more collaborative than secondary schools, but educators report significant variations in the presence and frequency of collaborative practice at both levels. Schools with higher degrees of collaboration are associated with **shared leadership** and higher levels of **trust** and **job satisfaction.**

Among the major findings are:

- Two-thirds of teachers (67%) and three-quarters of principals (78%) think that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.
- On average, teachers spend 2.7 hours per week in structured collaboration with other teachers and school leaders, with 24% of teachers spending more than 3 hours per week.
- The most frequent type of collaborative activities are **teachers meeting in teams** to learn what is necessary to help their students achieve at higher levels; **school leaders sharing responsibility with teachers** to achieve school goals; and **beginning teachers working with more experienced teachers**. A majority of teachers and principals report that these activities occur frequently at their school.
- The least frequent type of collaborative activity is teachers observing each other in the classroom and providing feedback. Less than one-third of teachers or principals report that this frequently occurs at their school.
- Most teachers (80%) and more principals (89%) believe that students feeling responsible and accountable for their own education would have a major impact on improving student achievement. However, only 42% of teachers believe that all or most of their students have this sense of responsibility.
- **Almost all students** across grade levels (96%) **believe they have the responsibility** to pay attention and do the work it takes to succeed in school.

Background

Use of the term collaboration varies. In general, it entails a shared purpose, commitment to a continuing relationship, and bringing together people of different experiences and perspectives to gain results greater than could be accomplished individually. In education historically, the classroom has been the domain of an individual teacher, who worked autonomously (or in isolation) to develop or adapt a curriculum and a distinctive style of teaching, and who succeeded or not based largely on the individual's own devices. Changes in education and society, however, have underscored a need for less isolation and more shared responsibility. Over the past twenty-five years, concern to increase the achievement of all students has led to waves of education reform, encouraging and replicating innovation, setting standards, increasing accountability, and mandating greater use of data, particularly standardized tests, to demonstrate results. High rates of teacher turnover have called attention to the need for more formal ways of nurturing new teachers and sharing experience. Many changes, including growth in knowledge about different learning styles, emphasis on whole school reforms, and demands for higher levels of college and career readiness have challenged, inspired and compelled most teachers, leaders and schools to seek greater collaboration.

Potential positive outcomes from a collaborative approach in education are improvements in school climate, career satisfaction and retention of qualified teachers and administrators, as well as more effective teaching and learning. Yet for some educators collaboration may raise concerns about dilution of individual accountability, infringement on independence in the classroom or a lack of clear management hierarchies or responsibilities. In evaluating the role, practice and results of collaborative teaching and leadership, *The MetLife Survey of the American Teacher* contributes the views of teachers to this dialogue. Sharing these views is particularly important because **69% of teachers in this year's *Survey* do not believe that their voices have been adequately heard in the current debate on education**.

From the *Survey* Archives:

1986. "American teachers strongly support steps that would improve their working conditions by increasing collegiality and reducing isolation... Seven out of ten teachers think it would help a lot to have a formal system, such as 'teacher centers', where teachers can get help and ideas from other teachers and administrators." Six in ten teachers also thought that having more structured and organized time to talk with colleagues about professional matters would help a lot to improve working conditions for teachers.

Throughout the more than 25 years of the series, *The MetLife Survey of the American Teacher* has shared educators' views on collaborative teaching and leadership. Collaboration such as team building and problem-solving, shaping the school curriculum, and influencing policies have been shown to be significant predictors of teachers' satisfaction with their careers. Teachers at-risk for leaving the profession are more likely to report inadequate communication with their principal and with other teachers.[1] Principals and teachers have reported that their schools encourage teamwork. Yet, sizable numbers of teachers – four in ten – also reported that their classes have become so mixed in terms of students' learning abilities that they can't

[1] *MetLife Survey of the American Teacher: Expectations and Experiences* (2006)

teach them effectively.[2] The skills, perspectives and experience of other teachers can be a resource to help individual teachers address the diverse needs of individual students.

This report builds upon past findings, examining how collaborative teaching and leadership is practiced in schools today and its implications for collegiality, job satisfaction, teacher retention, instruction and student academic achievement.

Responsibility and Accountability in Teaching and School Leadership

Teachers and principals believe that increased collaboration has a direct effect on student success. Two-thirds of teachers (67%) and three-quarters of principals (78%) think that greater collaboration among teachers and school leaders would have a major impact on improving student achievement. This belief is held by a majority of elementary and secondary school teachers, although elementary school teachers are more likely than those in secondary schools to think that greater collaboration would have a major impact on improving student achievement (72% vs. 57%). Principals at elementary and secondary levels are equally likely to think that this would have a major impact.

☑ Implications for Practice:

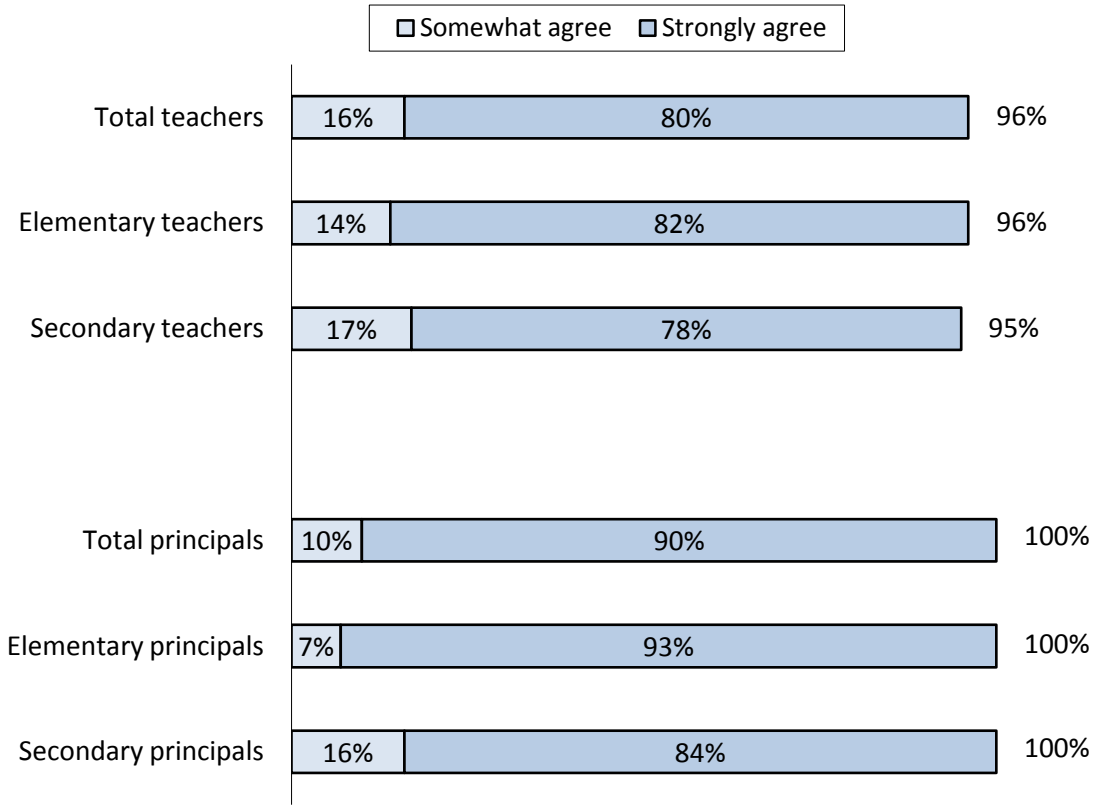
Secondary principals who believe greater collaboration would improve student achievement may benefit most from leadership development focused on building collaborative cultures in schools as a way to engage teachers who are less supportive of the concept.

Teachers and principals believe teachers share responsibility for the achievement of all students and that they hold high standards for all students. Teachers (80%) and principals (90%) strongly agree that the teachers in a school share responsibility for the achievement of all students. Teachers (77%) and principals (82%) also strongly agree that most teachers in their school hold high standards for all of the students. Most educators show strong support for shared responsibility and high expectations, though there are differences in elementary and secondary schools. Elementary school principals are more likely than their secondary school counterparts to strongly agree that teachers share responsibility for student achievement (93% vs. 84%). Both elementary school teachers and principals are more likely than their secondary school colleagues to strongly agree that most teachers in their school hold high standards for all students (teachers: 83% vs. 67%; principals: 86% vs. 74%).



[2] *MetLife Survey of the American Teacher: Past, Present and Future* (2008)

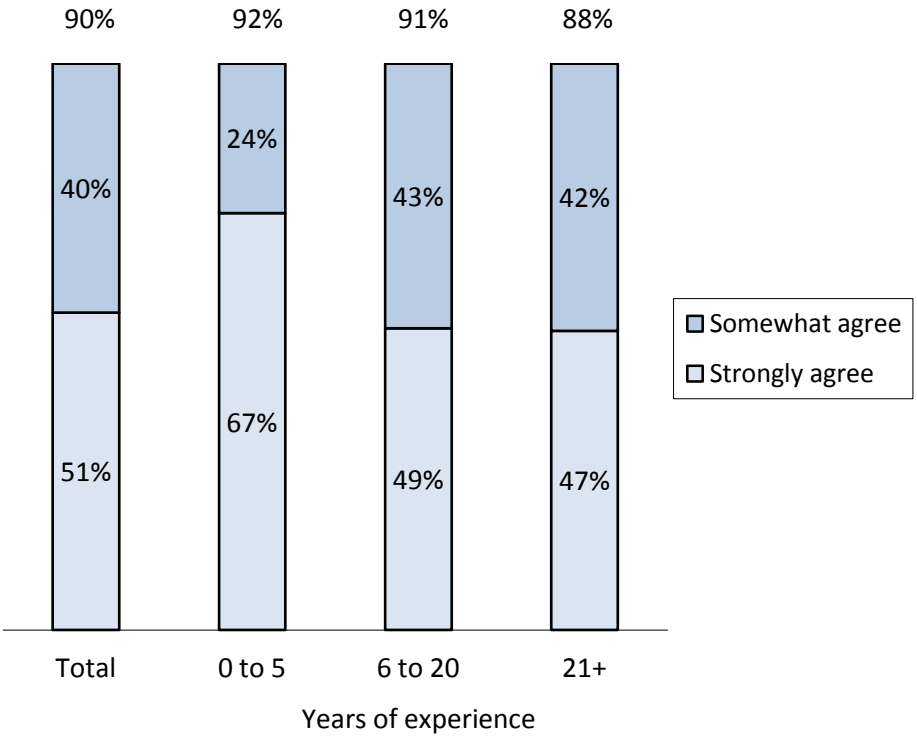
Figure 1.1
Agree That Teachers Share Responsibility for Achievement of All Students



Q711: How much do you agree or disagree with the following statement: The teachers in a school share responsibility for the achievement of all students?; Base: Teachers (n=1003), Principals (n=500)

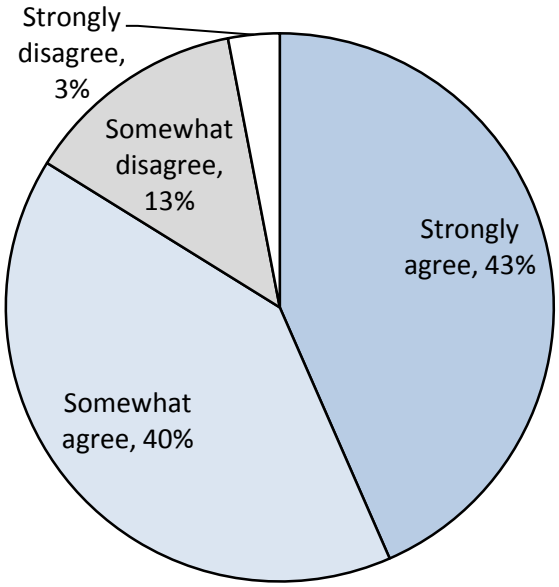
Most teachers also believe that their success is linked to that of their colleagues. Nine in ten teachers (90%) agree that other teachers contribute to their success in the classroom, including 51% who strongly agree. New teachers (those with five years of experience or less) in particular agree with this sentiment. Two-thirds of new teachers (67%) strongly agree compared to 48% of teachers with more experience. Although teachers acknowledge this interdependence with their colleagues, they also have a strong belief in their individual abilities to succeed and to overcome challenges that exist beyond their classroom. More than eight in ten teachers (84%) are very confident that they have the knowledge and skills necessary to enable all of their students to succeed academically and another 16% are somewhat confident. A similar majority of teachers (83%) agree that if they do their job well, their students will benefit regardless of how the rest of the school functions, including 43% who strongly agree, and 40% who somewhat agree.

Figure 1.2
Agree That Other Teachers Contribute To My Classroom Success



Q906: How much do you agree or disagree with the following statement: Other teachers contribute to my success in the classroom?; Base: Teachers (n=1003)

Figure 1.3
Agree That Doing My Job Well Benefits My Students Regardless of How the School Functions



Q801: How much do you agree or disagree with the following statement: If I do my job well, my students will benefit regardless of how the rest of the school functions?; Base: Teachers (n=1003)

In contrast to their strong agreement in support of both the concepts of collaboration and shared responsibility, teachers and principals differ in their views on teacher and principal accountability. Principals place more emphasis on accountability for both groups of educators. Nine in ten principals (90%) agree that ultimately the teacher should be held accountable for the academic success or failure of the children in his or her class, including 37% who strongly agree with this view. But they do not believe that accountability rests solely with teachers. Nine in ten principals (91%) agree that ultimately, the principal should be held accountable for everything that happens to the children in his or her school, including 52% who strongly agree with this view.

Teachers agree with these views but to a lesser extent than principals and less strongly. A majority of teachers (62%) agree that teachers should be held accountable for the academic success or failure of the children in his or her class, including 10% who strongly agree. Similarly, a majority of teachers (59%) agree that the principal should be held accountable for everything that happens to the children in his or her school, including 11% who strongly agree.

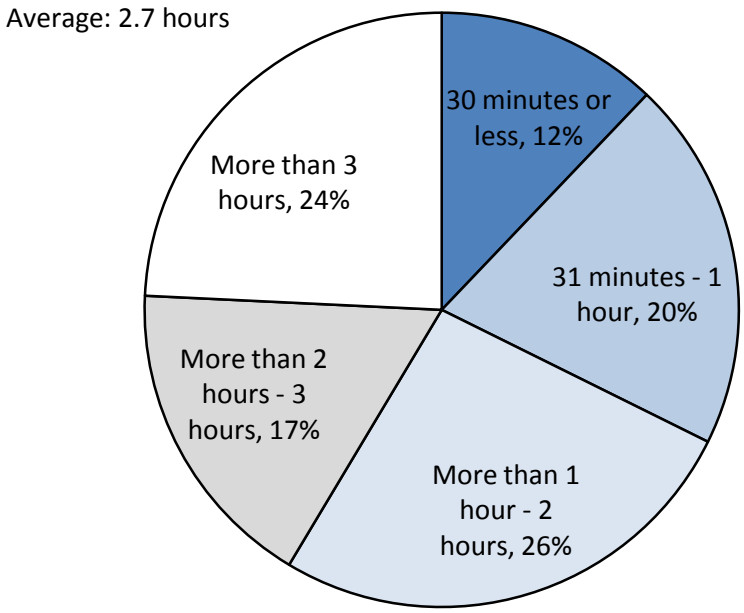
Overall, a remarkable consensus exists on the important issues of collaboration, responsibility and accountability among teachers and principals within and across each group regardless of the school level, proportion of low income or minority students, or whether the school is in an urban, suburban or rural location. It is unusual in the entire *MetLife Survey* series for educators from schools with these differing characteristics to agree so closely. Unless otherwise noted, these school characteristics do not distinguish educators' views on other issues addressed in this *Survey*.

> ⏳ Then and Now in the *Survey*:
>
> Teachers' views about the accountability of principals have shifted. In 1989, two in ten teachers (20%) strongly agreed that the principal should be held accountable for everything that happens to the children in his or her school. Today, half as many (11%) hold this view. However, their views on teachers' accountability have not changed.

Collaboration in Practice

Nearly all teachers engage in some type of collaborative activity with other educators at their school each week. On average, teachers spend 2.7 hours per week in structured collaboration with other teachers and school leaders. Elementary school and secondary school teachers spend a similar amount of time each week in collaboration with others at their school, but the ways that they collaborate are different. At the elementary school level, collaboration among teachers is more common within grade level (87% of elementary school teachers vs. 57% of secondary school teachers). At the secondary school level, collaboration among teachers is more common across grade levels, but within subject area (74% of secondary school teachers vs. 59% of elementary school teachers).

Figure 1.4
Time Per Week Spent In Structured Collaboration with Other Teachers and School Leaders



Q810: Excluding administrative duties, how much time per week do you spend working in structured collaboration with other teachers and school leaders?; Base: Teachers (n=1003)

Figure 1.5
Occurrence of Collaboration Among Teachers

	Teachers		
	Total n=1003	**Elementary n=695**	**Secondary n=222**
Within grade level	77%	87%	57%
School-wide – across grade levels and subject areas	65%	63%	66%
Across grade levels, but within subject area	64%	59%	74%
Collaboration does not occur	1%	1%	1%
Not sure	*	*	-
Decline to answer	*	-	1%

Q815: How does collaboration among teachers occur at your school?; Base: Teachers (n=1003)

The most frequent types of collaboration among teachers and school leaders are teachers meeting in teams to learn what is necessary to help their students achieve at higher levels; school leaders sharing responsibility with teachers to achieve school goals; and beginning teachers working with more experienced teachers. Most teachers and principals report that these activities happen always or often, although overall, principals report a greater frequency of collaboration. By far, the least common collaborative activity is teachers observing each other in the classroom and providing feedback to each other. Much fewer teachers (22%) and principals (32%) report it occurring always or often, with 44% of teachers and 26% of principals saying it happens rarely or never. However, new teachers are more likely than other teachers to report teacher observation and feedback at their school (32% vs. 20%).

Majorities of elementary and secondary school teachers report that most of these collaborative activities occur frequently, although in several areas they are more widespread at the elementary school level. Teachers in schools with higher numbers of low income students differ from teachers in schools with fewer low income students in the frequency of opportunities that beginning teachers have to work with more experienced teachers. Teachers in schools with few (0-33%) low income students are more likely than those in schools with a majority (67% or more) of low income students to report that beginning teachers always or often have opportunities to work with more experienced teachers (76% vs. 63%). The same pattern holds for those in schools with few or mostly minority students (75% vs. 62%).

Figure 1.6
Frequency of Collaborative Activities (% always/often)

	Teachers			Principals		
	Total n=1003	Elementary n=695	Secondary n=222	Total n=500	Elementary n=289	Secondary n=187
Teachers meet in teams to learn what is necessary to help their students achieve at higher levels.	75%	78%	69%	89%	91%	84%
School leaders share responsibility with teachers to achieve school goals.	73%	76%	67%	97%	98%	94%
Beginning teachers have opportunities to work with more experienced teachers.	71%	72%	70%	87%	89%	84%
Teachers examine and discuss student work with each other regularly.	68%	72%	60%	78%	81%	71%
My school structures time for teachers to work together.	63%	68%	57%	84%	88%	77%
My principal's/My decisions on school improvement strategies are influenced by faculty input.	63%	66%	58%	90%	94%	82%
Teachers observe each other in the classroom and provide feedback to each other.	22%	23%	22%	32%	32%	31%

Q806/Q811: How often do the following occur at your school?; Base: Teachers (n=1003), Principals (n=500)

In order to examine potential differences between teachers and principals in schools with higher and lower levels of collaborative activity, a score was created based on the frequency with which the different types of collaboration occur at the school. **Educators in schools with "higher" collaboration represent the approximately one-third of teachers and principals with the highest collaboration scores.** Teachers in schools with higher levels of collaboration spend about one hour more each week in structured collaboration, and at least nine in ten of these teachers and principals report that nearly all of the types of collaboration occur always or often. The one exception is teachers observing each other in the classroom; nearly half of teachers and principals in schools with higher levels of collaboration report that this occurs frequently compared to about one in ten in other schools.

Teachers and principals in schools with higher levels of collaboration differ from others in their attitudes about the role of collaboration and the responsibilities of teachers and principals. Teachers and principals in schools with higher levels of collaboration are more likely than others to strongly agree that teachers in a school share responsibility for the achievement of all students and that greater collaboration among teachers and school leaders would have a major impact on improving student achievement. Teachers in higher collaboration schools are also more likely to strongly agree that other teachers contribute to their success. Teachers and principals in schools with higher levels of collaboration are also more likely to believe that the principal should be held accountable for everything that happens to the children in his or her school, although they do not differ in their views on teachers' accountability. Most striking is the higher level of trust in more collaborative schools. Overall, half of teachers (51%)



and 71% of principals strongly agree that the teachers, principal and other professionals trust each other at their school. However, those in schools with higher levels of collaboration are more likely to strongly agree that this level of trust exists (teachers: 69% vs. 42%; principals: 78% vs. 60%). Furthermore, teachers in schools with higher levels of collaboration are more likely to be very satisfied with teaching as a career (68% vs. 54%).

☞ From the Experts:

The public education thought leaders, principals and teachers convened in a strategy session, as part of the *Survey* development process, generated a list of 12 strategies that schools can use to create a school culture and working environment that supports collaboration. The following strategies are those assessed to have both higher impact and greater feasibility for implementation:

- Create a safe environment for risk taking;
- Have a clear strategy and vision of the goals for collaboration;
- Provide a strong orientation for new teachers about the expectations for collaboration;
- Select strong teacher leaders; and
- Provide specific training on how to achieve collaboration.

The main demographic distinction of teachers whose schools have higher levels of collaboration is that they are more likely than other teachers to teach in an elementary school (73% vs. 58%). They do not differ from other teachers in terms of the region or location of their school, their years of experience, or the proportion of low income, minority or ELL students at the school. However, teachers in schools with higher levels of collaboration are more likely to report that they have only a 4-year college degree and no further graduate training (31% vs. 21%).

Principals report a slightly different pattern. As with teachers, principals whose schools have higher levels of collaboration are more likely than other principals to be at the elementary level (68% vs. 55%). However, in contrast to teachers, principals whose schools have higher levels of collaboration are more likely than others to be in urban schools (32% vs. 21%) and schools with mostly low income (42% vs. 25%) or minority (34% vs. 18%) students.

☑ Implications for Practice:

Collaborative activities may present an opportunity for schools to strategically address higher levels of teacher need, whether for professional development or support in addressing demands for individualized student attention. Of note, teachers in schools with higher levels of collaboration are more likely than others to be very confident that they have the knowledge and skills necessary to enable all of their students to succeed academically (89% vs. 81%).

Highly collaborative schools, whether at the elementary school or secondary school level, share many common characteristics. Elementary schools and secondary schools typically differ in ways such as organization and size that could have an impact on a variety of aspects of collaboration. As noted, elementary school and secondary school teachers do differ in the ways that collaboration occur in their school and the frequency of several collaborative activities, and teachers in schools with higher levels of collaboration are more likely than others to teach at the elementary school level. However, an examination of the approximately one-third of teachers within each school level with the highest collaboration scores paints a similar picture of the ways that collaboration is practiced and the characteristics of its teachers, as detailed in the profiles below. It is interesting to note that teachers in schools with higher collaboration at the elementary or secondary school level do not differ from their counterparts at schools with lower collaboration by school size, the region or location of their school, their years of experience, their level of education, or the proportion of low income, minority or ELL students at the school.

"Quality teaching is not an individual accomplishment, it is the result of a collective effort in which teachers pool their knowledge and skill to produce higher levels of student learning than any of them can achieve on their own."

- Public education thought leader

Profile of Teachers in Higher Collaboration *Elementary* Schools

- Spend more time per week in structured collaboration with other teachers
- More likely to collaborate school-wide, across grade levels and subject areas
- More satisfied with teaching as a career
- More likely to strongly agree that teachers, principals and other school professionals at their school trust each other
- More likely to strongly agree that other teachers contribute to their success in the classroom
- Believe more of their students have a sense of responsibility for their own education
- More likely to report most teachers in their school hold high standards for all of the students
- More likely to believe greater collaboration among teachers and school leaders would have a major impact on improving student achievement

Profile of Teachers in Higher Collaboration *Secondary* Schools

- Spend more time per week in structured collaboration with other teachers
- More likely to collaborate school-wide, across grade levels and subject areas
- More satisfied with teaching as a career
- More likely to strongly agree that teachers, principals and other school professionals at their school trust each other
- More likely to strongly agree that other teachers contribute to their success in the classroom
- Believe more of their students have a sense of responsibility for their own education



Figure 1.7
Higher vs. Lower Level of Collaboration at School: Demographic Profile

	All Teachers			Elementary Teachers		Secondary Teachers	
	Total n=1003	Higher n=370	Lower n=632	Higher n=229	Lower n=465	Higher n=92	Lower n=130
School level							
Elementary school	63%	73%	58%	100%	100%	-	-
Secondary school	29%	21%	33%	-	-	100%	100%
Combined school	8%	6%	9%	-	-	-	-
Region							
Northeast	18%	15%	20%	17%	19%	16%	18%
Midwest	26%	24%	27%	21%	26%	25%	26%
South	22%	24%	21%	24%	21%	28%	23%
West	33%	37%	31%	37%	34%	31%	33%
School location							
Urban	27%	28%	27%	28%	31%	22%	23%
Suburban	35%	35%	36%	38%	34%	40%	44%
Rural	35%	34%	36%	31%	34%	30%	33%
School size							
Less than 500	38%	41%	37%	47%	45%	16%	18%
500-999	43%	47%	41%	49%	48%	42%	32%
1,000 or more	18%	12%	22%	4%	7%	42%	50%
Percentage of low-income students							
0%-33%	31%	28%	32%	32%	29%	37%	35%
34%-66%	29%	32%	27%	29%	25%	36%	30%
67%+	37%	36%	37%	35%	44%	25%	24%
Percentage of minority students							
0%-33%	50%	47%	52%	44%	45%	55%	57%
34%-66%	18%	21%	17%	23%	17%	20%	18%
67%+	29%	28%	30%	29%	37%	21%	21%
Percentage of ELL students							
0%-33%	73%	72%	73%	70%	68%	77%	80%
34%+	24%	25%	22%	27%	30%	20%	9%
Years of teaching experience							
0-5	15%	16%	15%	19%	18%	8%	10%
6-10	17%	17%	17%	14%	14%	22%	27%
11+	67%	67%	68%	67%	68%	70%	63%
Education Level							
Four-year college graduate	25%	31%	21%	31%	26%	20%	16%
Some graduate credits	16%	17%	15%	16%	14%	16%	18%
Master's completed	44%	39%	47%	40%	44%	39%	52%
Credits beyond master's/Ph.D.	16%	14%	17%	14%	16%	26%	14%

Note: Percentages may not add up exactly to 100% due to non-response and rounding.

Figure 1.8
Higher vs. Lower Level of Collaboration at School: Attitudes and Experience Profile

	All Teachers			Elementary Teachers		Secondary Teachers	
	Total n=1003	Higher n=370	Lower n=632	Higher n=229	Lower n=465	Higher n=92	Lower n=130
Satisfaction with teaching as a career (% very satisfied)	59%	68%	54%	68%	55%	71%	49%
Time per week spent in structured collaboration (average hours)	2.7	3.4	2.3	3.4	2.3	3.9	2.3
Frequency of collaborative activities (% always/often)							
Teachers meet in teams to learn what is necessary to help their students achieve at higher levels	75%	98%	63%	100%	68%	91%	56%
School leaders share responsibility with teachers to achieve school goals	73%	96%	61%	99%	64%	86%	56%
Beginning teachers have opportunities to work with more experienced teachers	71%	95%	59%	96%	61%	97%	55%
Teachers examine and discuss student work with each other regularly	68%	93%	55%	95%	61%	82%	47%
My school structures time for teachers to work together	63%	94%	47%	94%	54%	93%	37%
My principal's decisions on school improvement strategies are influenced by faculty input	63%	92%	48%	95%	51%	81%	45%
Teachers observe each other in the classroom and provide feedback to each other	22%	45%	10%	47%	12%	46%	9%
Collaboration at school							
Within grade level	77%	84%	73%	91%	86%	61%	55%
School-wide -- across grade levels and subject areas	65%	80%	57%	80%	55%	81%	58%
Across grade levels, but within subject area	64%	70%	61%	66%	55%	72%	75%
Collaboration does not occur	1%	-	1%	-	1%	-	1%
Greater collaboration among teachers and school leaders (% major impact on student achievement)	67%	77%	62%	80%	68%	60%	55%
Amount of my students who have a sense of responsibility for their own education (% all/most)	42%	56%	35%	58%	39%	42%	28%
Ultimately the teacher should be held accountable for the academic success or failure of the children in his or her class (% agree)	62%	65%	61%	69%	67%	53%	54%

Higher vs. Lower Levels of Collaboration at School: Attitudes and Experience Profile (continued)

	All Teachers			Elementary Teachers		Secondary Teachers	
	Total n=1003	Higher n=370	Lower n=632	Higher n=229	Lower n=465	Higher n=92	Lower n=130
Ultimately the principal should be held accountable for everything that happens to the children in his or her school (% agree)	59%	64%	56%	64%	61%	58%	51%
The teachers in a school share responsibility for the achievement of all students (% strongly agree)	80%	86%	78%	86%	81%	84%	75%
Most teachers in my school hold high standards for all students (% strongly agree)	77%	87%	71%	89%	79%	69%	66%
At my school, the teachers, principals and other school professionals trust each other (% strongly agree)	51%	69%	42%	72%	46%	68%	33%
Other teachers contribute to my success in the classroom (% strongly agree)	51%	63%	44%	68%	46%	57%	42%

Note: Percentages may not add up exactly to 100% due to non-response and rounding.

Collaboration and the Responsibility of Students

Teachers and principals believe that students have a role as collaborators in creating an environment that will support their academic success. Eight in ten teachers (80%) and nine in ten principals (89%) believe that a school culture where students feel responsible and accountable for their own education would have a major impact on improving student achievement. Elementary school teachers are more likely than secondary school teachers to believe that this would have a major impact (83% vs. 72%), and both teachers and principals in schools with higher levels of collaboration believe that a student culture of responsibility and accountability would have a major impact on improving student achievement (teachers: 84% vs. 78%; principals: 93% vs. 84%). However, according to teachers, most of their students do not have a sense of responsibility for their own education. Fewer than half (42%) believe that all or most of their students have this sense of responsibility, with more elementary school teachers than secondary school teachers reporting that this is the case for most or all of their students (45% vs. 33%). Teachers in schools with higher levels of collaboration are more likely to report that all or most of their students have a sense of responsibility for their own education (56% vs. 35%). In contrast to teachers, most principals (72%) believe that all or most of the students in their school have a sense of responsibility for their own education.

Figure 1.9

Amount of Students Who Have a Sense of Responsibility for Their Own Education

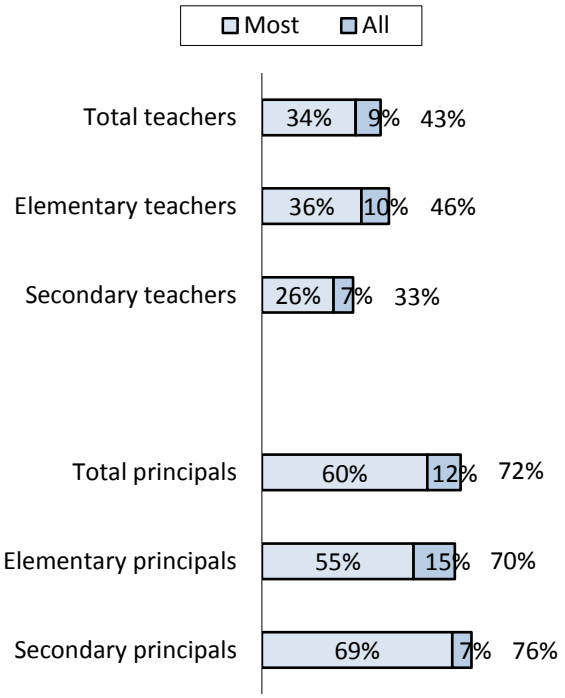
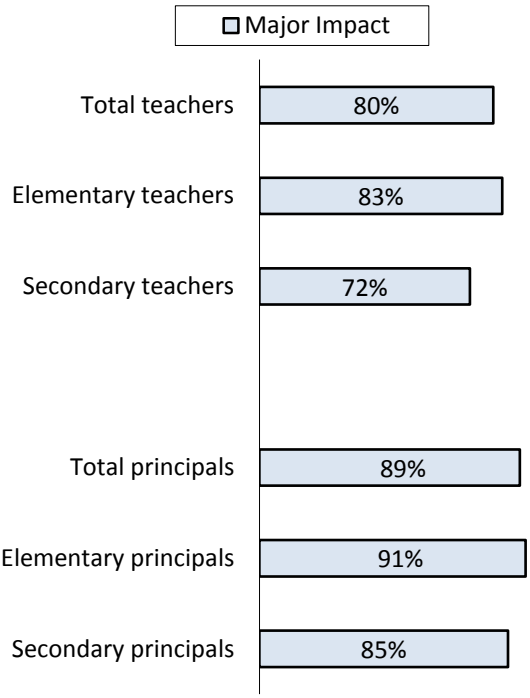


Figure 1.10

Impact on Student Achievement of a School Culture Where Students Feel Responsible and Accountable for Their Own Education



Q701: How many of your students/students in your school have a sense of responsibility for their own education?; Q721: How much of an impact would a school culture where students feel responsible and accountable for their own education have on student achievement?; Base: Teachers (n=1003), Principals (n=500)

A disconnect exists between teacher and student perceptions on the issue of responsibility. Students themselves, regardless of grade level, believe they have a strong sense of responsibility for their education. Seven in ten students (73%) in grades 3 – 12 strongly agree that it is their responsibility to pay attention and do the work it takes to succeed in school. In the words of one student, "make an effort not an excuse!" Yet, while most teachers strongly agree that the teachers in a school share responsibility for the achievement of all students and that teachers set high standards for all students, students report that practice may fall short of those values. Only half of students (53%) strongly agree that all of the teachers in their school want them to succeed, with fewer secondary school students than elementary school students holding this view (44% vs. 66%).

Figure 1.11

Students' Belief in Own Responsibility to Succeed in School

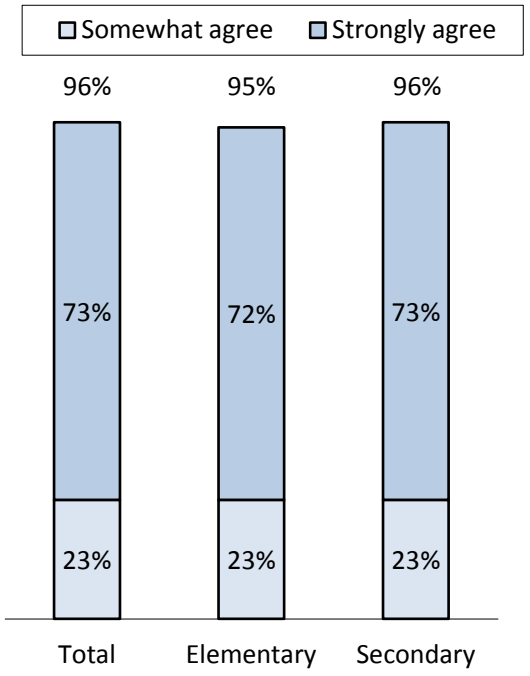
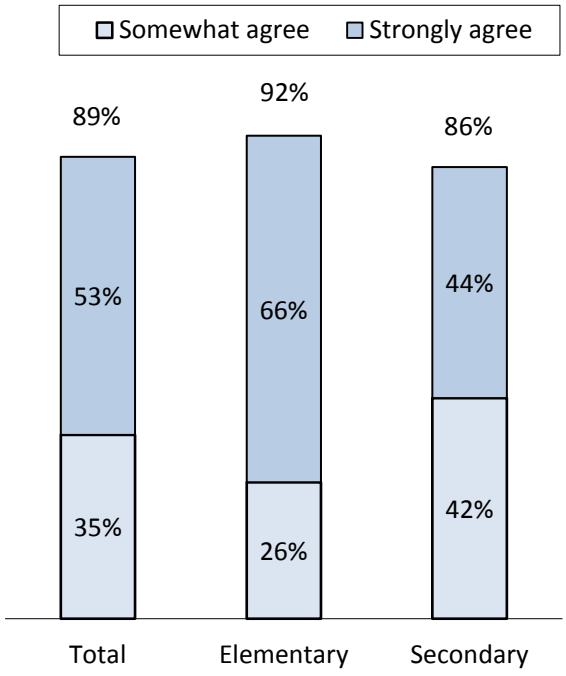


Figure 1.12

Students' Belief That All Teachers in School Want Them to Succeed



Q701: How much do you agree or disagree with the following statement: It is my responsibility to pay attention and do the work it takes to succeed in school?; Q721: How much do you agree or disagree with the following statement: All of the teachers in my school want me to succeed?; Base: 3-12th graders (n=1018)

Conclusion

Collaboration is valued in public schools as a concept, but is practiced in varying degrees. Results of *The MetLife Survey of the American Teacher* provide evidence that some schools, principals, teachers and students have a greater commitment to working together more effectively to improve the quality of teaching, learning and leadership school-wide. It is important for their responses to be considered as school, district, state and national leaders examine the intersection of research, policy and practice to determine the best uses of limited resources, potential levers for change, and the increasingly urgent need to better prepare all students for future success.

The MetLife Survey of the American Teacher: Collaborating for Student Success
Part 2: Student Achievement

Summary

Part 2 of the *Survey* examines views about student achievement: factors both within and beyond the classroom and school that have the most impact on improving student achievement, and to what extent schools are addressing them. **Public school teachers and principals share a belief** in the relationship between student success and **high expectations for all students**. However, **gaps exist between the beliefs of teachers and principals** in the important role that high expectations play in academic achievement **and the extent to which they are communicated and demonstrated** in practice **for all students**. Teachers, principals and students in secondary schools, as well as educators in low income schools, point to greater challenges in several areas related to student achievement, including beliefs and demonstrations in practice. Students themselves have high expectations for their education, with most saying they plan to go to college after high school. However, gender differences in aspiration, confidence and effort are evident. Girls have high expectations for their achievement; they are more likely than boys to plan to go to a four-year college and to be very confident that they will achieve their goals.

Among the major findings are:

- Nearly nine in ten teachers (86%) and principals (89%) believe that setting high expectations for all students would have a major impact on improving student achievement.
- Most teachers (84%) are very confident that they have the knowledge and skills necessary to enable all of their students to succeed academically.
- Only 36% of teachers and 51% of principals believe that all of their students have the ability to succeed academically.
- Just over half of students (53%) strongly agree that all of the teachers in their school want them to succeed.
- About two-thirds of teachers (64%) and principals (69%) strongly agree that it is important for all students to have one year or more of post-secondary education.
- On average, teachers expect that 50% of their students will attend a two- or four-year college, and principals expect 57% of their students to attend.
- Eight in ten students (79%) plan to attend a two-or four-year college after high school, but only about half of students (55%) are very confident that they will achieve their goals for the future.
- More girls than boys have aspirations to attend college (85% vs. 73%) and believe they will achieve their goals (59% vs. 50%).
- Nine in ten teachers (92%) and nearly all principals (96%) believe that having adequate public funding and support for education are very important for improving student achievement.
- Nine in ten teachers (88%) and principals (89%) believe that strengthening ties among schools and parents is very important for improving student achievement.

Background

Student success is a broad term that encompasses intellectual and personal development and the acquisition and demonstration of knowledge and skills. Student success depends on many factors: teachers, parents, schools and communities, and, of course, the students themselves. This report focuses specifically on academic achievement as a major component of student success, preparation for education beyond high school as an important goal and indicator, and the critical relationship between teacher and student. It is important to note that parents, school counselors and higher education institutions can be particularly important collaborators in addressing student achievement and college going, although their perspectives are not part of this *Survey*.



Although there is no more important topic in education than student achievement – what it is and should be, how to develop, assess and increase it, and who is accountable for it – discussion often focuses more on adults' roles than on the students themselves. Students, however, are being challenged as never before to succeed academically in ways that will prepare them to continue their education after high school and for a lifetime. Projections for personal financial security and for American global competitiveness underscore that necessity. An estimated 85% of current jobs and nearly 90% of fast growing and well paying jobs depend on some form of postsecondary education.[3] Many education leaders and policy makers at all levels are emphasizing the necessity for education beyond high school.

Just as lives and careers take different paths, effective preparation must also take account of the individual, including students' varied talents, challenges, interests and life circumstances. There is no "one size fits all" for effective teaching and learning. While teachers, schools, families and society largely agree on the values of high standards and expectations for **all** students, clear and formidable challenges remain for practice to help **each and every** student achieve at the level a secure future demands. Large numbers of teachers (43%) emphasize what this challenge means day to day when they report that their classes have become so mixed in terms of students' learning abilities that they cannot teach them effectively.[4] Advocates for collaboration believe that student achievement will benefit when a team approach in schools taps the skill and experience of every teacher for the benefit of every student. In *Part 1: Effective Teaching and Leadership* of the *MetLife Survey of the American Teacher: Collaborating for Student Success*, teachers and principals show agreement that greater collaboration among them would have a major impact on

[3] Alliance for Excellent Education. *High School Teaching for the 21st Century: Preparing Students for College.* (2007). Washington, D.C.

[4] *MetLife Survey of the American Teacher: Past, Present and Future*. (2008).

student achievement. They also report that the most frequent collaborative activity in their schools is for teachers to meet in teams to learn what is necessary to help their students achieve at higher levels. Additional research exists that links higher levels of teacher collaboration with higher gains in student achievement.[5,6]

In this continuation of the *MetLife Survey* report, *Part 2: Student Achievement* compares values and current practices related to student achievement, drawing on the responses of teachers and students. It looks at student goals and aspirations, motivation, and the influence of teacher expectations, and explores how effectively expectations are communicated. In addition, the report examines teacher and principal views on a variety of factors influencing student achievement, both within and beyond the classroom and school.

Students, teachers and principals recognize the importance of education beyond high school. This *MetLife Survey* confirms again that college aspiration among students is very high. Educators also rate raising awareness of **all** students on what is needed to succeed in higher education as very important among factors that would increase student achievement. In an earlier *MetLife Survey*, most teachers (77%) and principals (78%) agreed that their schools were doing a good or excellent job at preparing students for college.[7] Yet research challenges those views, addressing student readiness for college level work, college remediation, first year persistence, core academic performance and degree completion, and persistent disparities in the proportions of minorities and of men enrolling in and completing higher education.[8,9,10,11,12] The results of this *Survey* raise many questions and concerns about how well standards and expectations are communicated to students by public schools and by higher education institutions to those aspiring students and their teachers.

From the *Survey* Archives:

1989. "Educators have long been aware of the 'Pygmalion effect' in schools – the process through which students whose teachers expect them to learn do, and those not expected to learn do not. Teacher pessimism about students in poorly functioning schools is likely to result in the 'Pygmalion effect' working negatively in schools which are currently serving their students poorly."

[5] Stevens, David W., *If Small Is Not Enough...?: The Characteristics of Successful Small High Schools in Chicago.* Consortium on Chicago School Research. (2008).
[6] Sebring, Penny Bender, Allensworth, Elaine, Bryk, Anthony S., Easton, John Q., and Luppescu, Stuart. *The Essential Supports for School Improvement.* Consortium on Chicago School Research. (2006).
[7] *MetLife Survey of the American Teacher: Past, Present and Future.* (2008).
[8] Adelman, Clifford. *The Toolbox Revisited: Paths to Degree Completion From High School Through College.* (2006).
[9] Roderick, Melissa, Nagaoka, Jenny, and Coca, Vanessa. *College Readiness for All: Future of Children*. (2009).
[10] *Measuring Up*: *The National Report Card on Higher Education.* National Center for Public Policy and Higher Education. (2008).
[11] *The Condition of College Readiness.* ACT. (2009).
[12] American Council on Education. *Gender Equity in Higher Education.* (2010).

High Expectations and Student Achievement

For teachers and principals, core skills and high expectations for students are critical to improving student achievement. Nine in ten teachers (90%) and principals (92%) believe that providing all students with core reading, writing and math skills would have a major impact on improving student achievement. Similarly high numbers of teachers (86%) and principals (89%) believe that setting high expectations for all students would have a major impact on improving student achievement.

Secondary school teachers are less likely than their elementary school counterparts to believe that providing all students with core reading, writing and math skills (81% vs. 94%) and that setting high expectations for all students (74% vs. 90%) would have a major impact on improving student achievement. Secondary school principals are also less likely than their elementary school colleagues to believe that setting high expectations for all students would have a major impact (85% vs. 91%).

A majority of teachers and principals also believe that the following school- and classroom-centered factors would have a major impact on improving student achievement:

- Connecting classroom instruction to the real world;
- A school culture where students feel responsible and accountable for their own education;
- Addressing the individual needs of diverse learners; and
- Greater collaboration among teachers and school leaders.

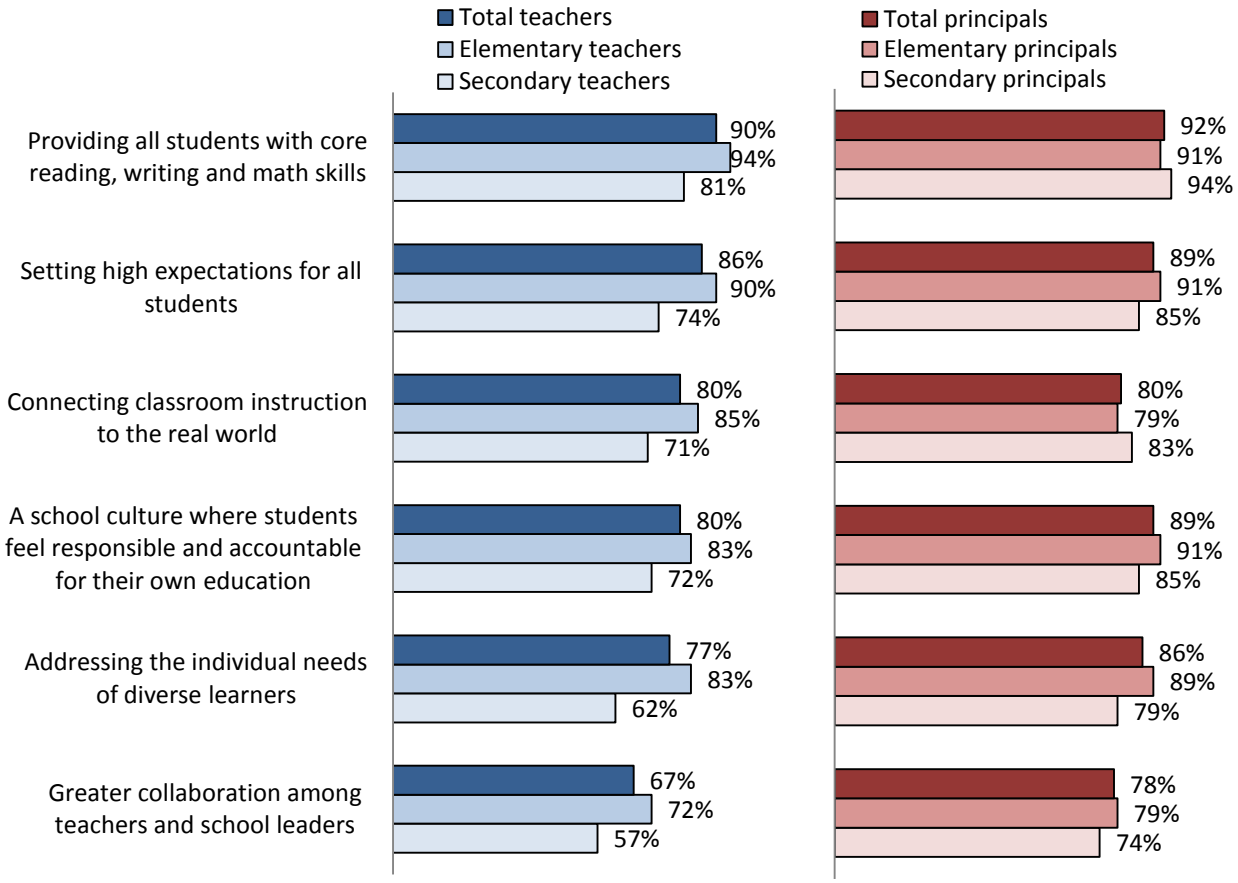
From the *Survey* Archives:

2008. Forty-six percent of teachers say that more than a quarter of their students come to school not fully prepared to learn at their grade level. While elementary and secondary school teachers report similar views in this regard, secondary school teachers are less likely than elementary school teachers to say that their students' skills are excellent or good in reading (67% vs. 83%), writing (53% vs. 68%), and math (53% vs. 79%).

A Closer Look:

For insights on how collaboration is currently practiced in schools, see *Part 1: Effective Teaching and Leadership* of the *MetLife Survey of the American Teacher: Collaborating for Student Success*.

Figure 2.1
Factors for Improving Student Achievement
(% major impact)



Q726/Q721: Thinking about the future of education, how much of an impact would each of the following have on improving student achievement?; Base: Teachers (n=1,003); Principals (n=500)

Demonstrating High Expectations

A gap exists between educators' belief in the important role that having high expectations for all students plays in academic achievement and the extent that high expectations for all students are communicated and demonstrated in practice. Most teachers and principals agree that setting high expectations for all students would have a major impact on improving student achievement. This year's *Survey* examined how these expectations play out in schools and classrooms in three ways:

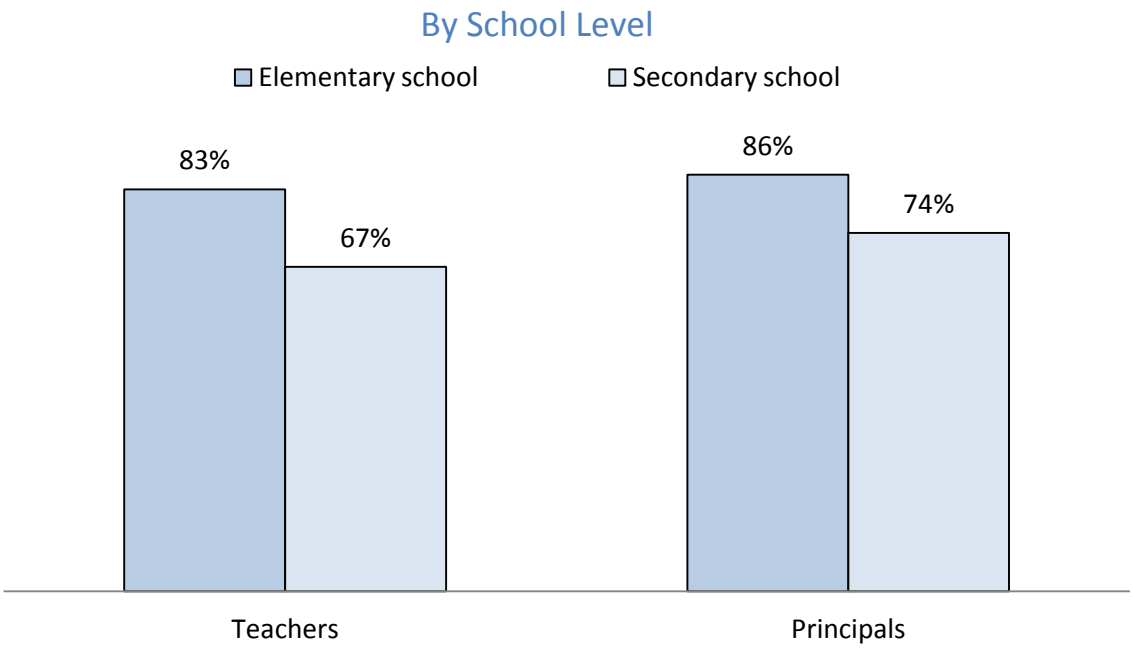
- Educator assessments of whether most teachers in their school hold high standards for all students;
- Teacher reports on their own expectations for their students' academic achievement in general and their students' going to college (a specific measure of student achievement); and
- Student and teacher reports on indicators of expectations in practice.

Teachers and principals believe that most teachers in their schools hold high standards for all students. Three-quarters of teachers (77%) strongly agree that most teachers in their school hold high standards for all of the students, although fewer secondary school teachers than elementary school teachers strongly hold this view (67% vs. 83%). Similar numbers of principals (82%) also strongly agree that most teachers in their school hold high standards for all students, and here too, this belief is less commonly held at the secondary than elementary level (74% vs. 86%). Teachers and principals in schools with high proportions (two-thirds or more) of low income students are less likely than those with few (one-third or less) such students to report that most teachers in their school hold high standards for all of the students (teachers: 71% vs. 81% strongly agree; principals: 78% vs. 91% strongly agree).

Then and Now in the *Survey*:

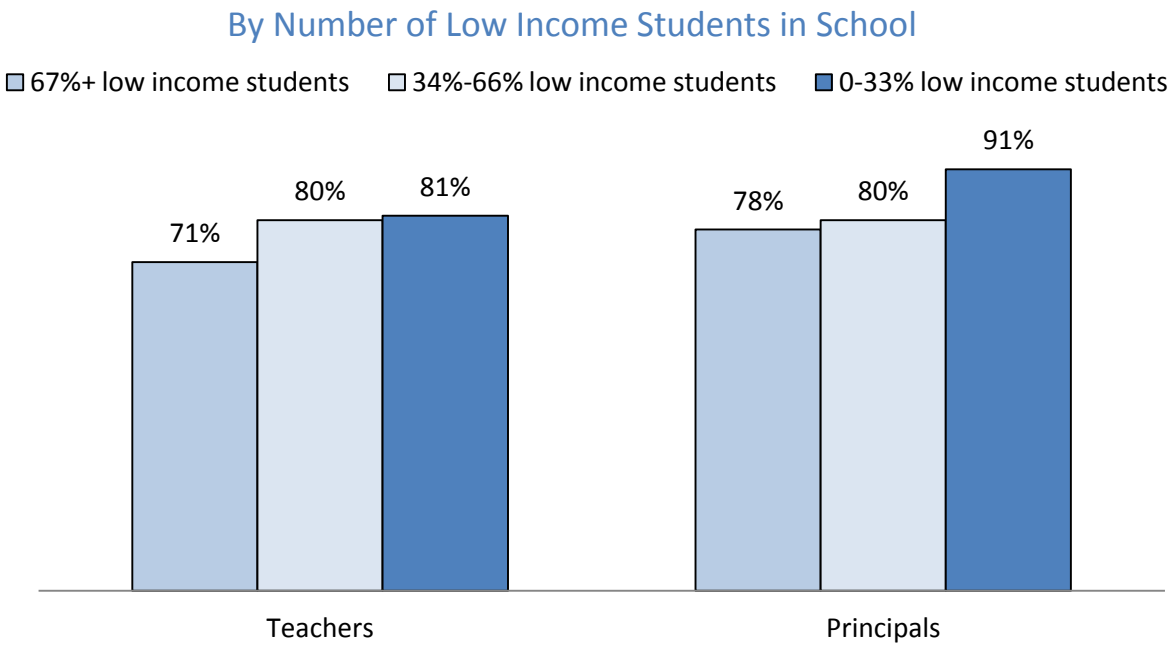
1984. Teachers today rate academic standards nearly twice as high as in 1984. Half (53%) of teachers in 2008 rated their school's academic standards as "excellent"; compared to 26% of teachers in 1984.

Figure 2.2
Agreement That Most Teachers Hold High Standards for All Students
(% strongly agree)



Q710: How much do you agree or disagree with the following statement: Most teachers in my school hold high standards for all of the students?; Base: Teachers (n=1,003); Principals (n=500)

Figure 2.3
Agreement That Most Teachers Hold High Standards for All Students
(% strongly agree)



Q710: How much do you agree or disagree with the following statement: Most teachers in my school hold high standards for all of the students?; Base: Teachers (n=1,003); Principals (n=500)

Despite the widespread belief in the importance of high expectations for all and that teachers display this in the classroom, teachers' own reports demonstrate that high expectations exist for many or some students, but not for all. Only 36% of teachers and 51% of principals believe that **all** of their students **have the ability to succeed academically**. Differences do not exist between educators at the elementary and secondary school levels. However, teachers in schools with high proportions of low income students are less likely than those with few such students to say that all of their students have the ability to succeed academically (31% vs. 42%). Even fewer teachers (13%) and principals (17%) believe that all of their students **are motivated to succeed academically**. For teachers, school level differences are stark; three times as many elementary school teachers as secondary school teachers believe that **all** of their students are motivated to succeed academically (17% vs. 5%).

The views of teachers on student motivation and effort suggest a lack of high expectations in practice. Half of teachers (51%) agree that students only do enough work to do as well as they need to get by in their school, including 71% of secondary school teachers. Significant numbers of students also hold this view, but at lower levels than teachers, raising concerns about how well teacher expectations are communicated and practiced.

> *"Teachers who expect a lot articulate that as such; they tell students what they want, they support them in acquiring the knowledge and help when they struggle. They work hard to ensure that high expectations are met."*
> *- Education thought leader*

Over one-third (36%) of students agree that they only do enough work to do as well as they need to get by in school. Elementary and secondary school students do not differ in this regard. However, boys are more likely than girls to report that they only do enough work to do as well as they need to get by (41% vs. 31%).

Many students perceive a lack of high teacher expectations for all. Just over half of students (53%) strongly agree that all of the teachers in their school want them to succeed, a belief less common among secondary school than elementary school students (44% vs. 66%). Six in ten students (59%) report that their teachers very much encourage them to do their best, and again this experience is less common among secondary school than elementary school students (50% vs. 72%). Nearly half of students (45%) agree that many students in their school are promoted to the next grade level without really being ready, another indication of the gap between the belief and practice of high standards for all.

Figure 2.4
Students Have the Ability to Succeed Academically

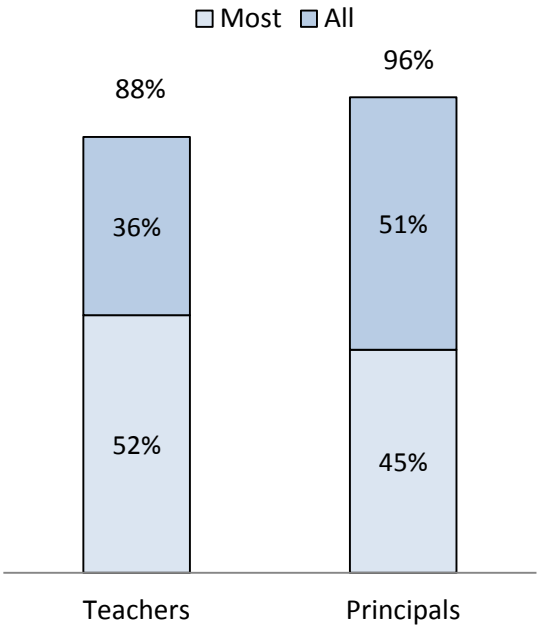
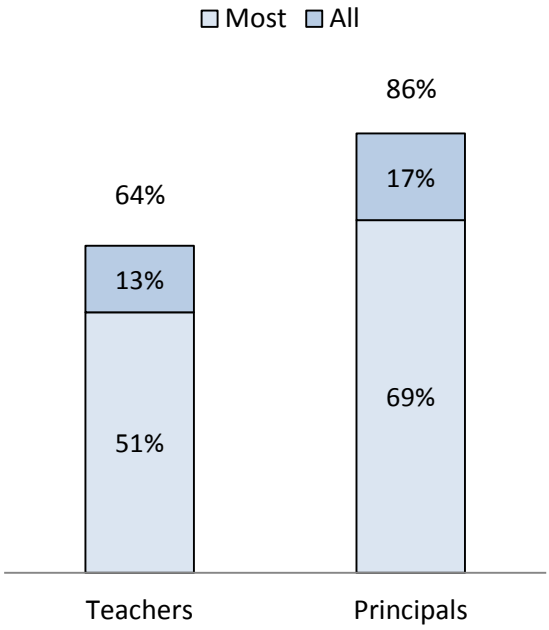


Figure 2.5
Students Are Motivated to Succeed Academically



Q701/3,4: How many of your students/the students in your school have the ability to succeed academically?; How many of your students/the students in your school are motivated to succeed academically?; Base: Teachers (n=1,003); Principals (n=500)

Many teachers' expectations for themselves are high. Although most teachers do not believe all of their students have the ability to succeed academically, most teachers (84%) are very confident that they have the knowledge and skills necessary to enable all of their students to succeed academically. This level of confidence is similar among teachers from different school levels and years of experience. However, teachers in schools with high proportions (two-thirds or more) of low income students are less likely than those with few (one-third or less) such students to be very confident that they have the necessary knowledge and skills to enable their students to succeed academically (81% vs. 89%). The same pattern holds for teachers with high and low proportions of minority students (79% vs. 87%). In addition, seven in ten teachers (71%) and principals (70%) strongly agree that most teachers in their school adjust instruction and assessment to meet the needs of diverse learners. This behavior is more prevalent at the elementary than secondary levels (teachers: 76% vs. 63%; principals: 74% vs. 63%).

Many teachers do not have high expectations for all students on another measure of academic achievement – going to college. On average, teachers expect that 50% of their students will attend a two- or four-year college after they leave high school. Elementary and secondary school teachers share similar perspectives on this issue. On average, principals expect that 57% of their students will attend a two- or four-year college. Students' expectations for a college education are much higher, as the next section explores in more detail.

80% of students agree that "I have set goals for my education," including 49% of secondary school students and 32% of elementary school students who strongly agree.

When asked to describe these goals and how they are trying to reach them, students' responses ranged from the ambitious to the mundane and included both short-term and long-term objectives:

"I want to be really good at science. I have to wait to be in 6th grade to do more." 3rd grade boy

"I want to be a scientist and help the Earth and the people. I am saving all my money for my college fund. I read a lot and like to draw." 3rd grade girl

"I want to become a Navy Seal. My aunt says I need to go to college to get ready." 4th grade boy

"I'm trying to keep A's or at least high B's in every subject and stay in the band playing trombone. I also play soccer and basketball and pick good things to eat to stay healthy." 6th grade boy

"I play saxophone like my Daddy. I want to follow in his footsteps. I want to go to college like my mother." 7th grade girl

"I want to be an engineer. I am trying to get good grades." 8th grade boy

"I will go to a two year college at first to get the experience and gather the amount of money to go on to a four-year college." 10th grade girl

"To graduate from high school. I'm trying to reach them by doing the bare minimum required of me." 12th grade boy

"I have specific points I want to complete over the course of my education (i.e. study abroad, proficiency in a certain language etc.) and try to structure any plan to accommodate as many of these needs as possible." 12th grade boy

The Goal of Education Beyond High School for All

Students and educators share similar levels of belief in the importance of a post-secondary school education; a majority strongly agrees that it is important in order to be prepared for work or a career. Two-thirds of students (68%) in grades 3 – 12 strongly agree that it is important that they go to school or college after high school in order to be prepared for work or a career. Girls and boys share similar views on this point. About two-thirds of teachers (64%) and principals (69%) strongly agree that it is important for all students to have one year or more of post-secondary education after high school in order to be prepared for work or a career. Students at the elementary school and secondary school level are equally likely to believe in the importance of a post-secondary school education and this pattern holds for teachers as well. However, secondary school principals are more likely than their elementary school colleagues to strongly agree that a post-secondary school education is important for all students (77% vs. 65%).

> From the *Survey* Archives:
>
> 2008. Eight in ten teachers (77%) and principals (78%) rated their school as "excellent" or "good" for the preparation of students for college.

Most students plan to go to a two- or four-year college after high school. Eight in ten (79%) students plan to attend college, including 69% who plan to attend a four-year college after high school. More girls than boys plan to attend college overall (85% vs. 73%), and a four-year college in particular (75% vs. 62%). More secondary school students than elementary school students plan to attend college overall (82% vs. 74%), but the number who plan to attend a four-year college does not differ significantly (71% vs. 65%). The number of secondary school students who plan to attend college remains at a similar level as reported in *The MetLife Survey of the American Teacher, 2000* (79% overall, including 71% who planned to attend a four-year college). However, while most students believe it is important to get a post-secondary school education in order to be prepared for work or a career and most plan to attend college, **only about half of students (55%) are very confident that they will achieve their goals for the future**. Again, a gender difference is evident; girls are more likely than boys to be very confident that they will achieve their goals (59% vs. 50%).

Many students have not spoken with their teachers about their plans for college or work after high school or what they should be doing now to prepare for college. Overall, four in ten students (54% of elementary school students and 31% of secondary school students) have never spoken to their teachers one-on-one about their plans for college or work after high school. One-third of students (47% of elementary school students and 25% of secondary school students) have never spoken to their teachers one-on-one about what they should be doing now to do well in college someday. An additional 28% of secondary school students (and an equivalent number in elementary schools) report having



that conversation only a few times a year. However, four in ten students (rising from 27% of elementary school students to 46% of secondary school students) do speak to their teachers at least once a month about what they should be doing now to do well in college someday. In contrast to their discussions about college, more students say that their teachers speak with them one-on-one about their interests and things that are important to them. Half (47%) report that their teachers speak with them about their interests and things that are important to them at least once a month, with this type of conversation occurring more frequently among elementary school students (53% vs. 43% of secondary school students) and boys (52% vs. 43% of girls).

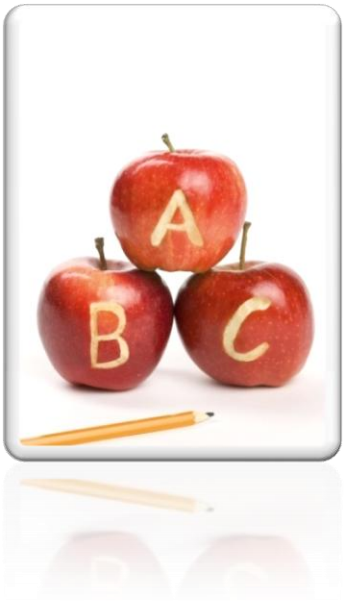
Figure 2.6
Student Gender Differences On Academic Goals

	Total (n=1018)	Boys (n=483)	Girls (n=535)
It is important that I to go to school or college after high school (% strongly agree)	68%	65%	71%
Plan to attend college (two- or four-year)	79%	73%	85%
Plan to attend a four-year college	69%	62%	75%
Will achieve goals for the future (% very confident)	55%	50%	59%
It is my responsibility to pay attention and do the work it takes to succeed in school (% strongly agree)	73%	69%	77%
Speak one-on-one with teachers about my interests and things that are important to me (% at least once a month)	47%	52%	43%
I only do enough work to do as well as I need to get by in school (% strongly/somewhat agree)	36%	41%	31%

Most educators believe that raising the awareness of all students of what is needed to succeed in higher education is very important for improving academic achievement, and many (but not all) put this belief into practice. Eight in ten teachers (77%) and principals (80%) believe that raising the awareness of all students of what is needed to succeed in higher education is very important for improving student achievement. Seven in ten teachers (68% of elementary school teachers and 77% of secondary school teachers) report that they tell all of their students it is important to prepare now for college. Half of teachers (49% of elementary school teachers and 59% of secondary school teachers) report that they regularly talk about what college is like with all of their students. It is noteworthy that teachers in schools with **high** proportions of low income or minority students are more likely than those in schools with few such students to talk about both topics with **all** of their students.

Influences on Student Achievement Beyond the School and Classroom

Teachers and principals believe that the most important factors for improving student achievement are having adequate public funding and support, and involving parents. Nine in ten teachers and principals believe that having adequate public funding and support for education (92% of teachers and 96% of principals) and that strengthening ties among schools and parents (88% of teachers and 89% of principals) are very important for improving student achievement. They also rate as important for improving student achievement other factors that have strong influences beyond the school, such as keeping pace with technology, social changes, and the global economy.



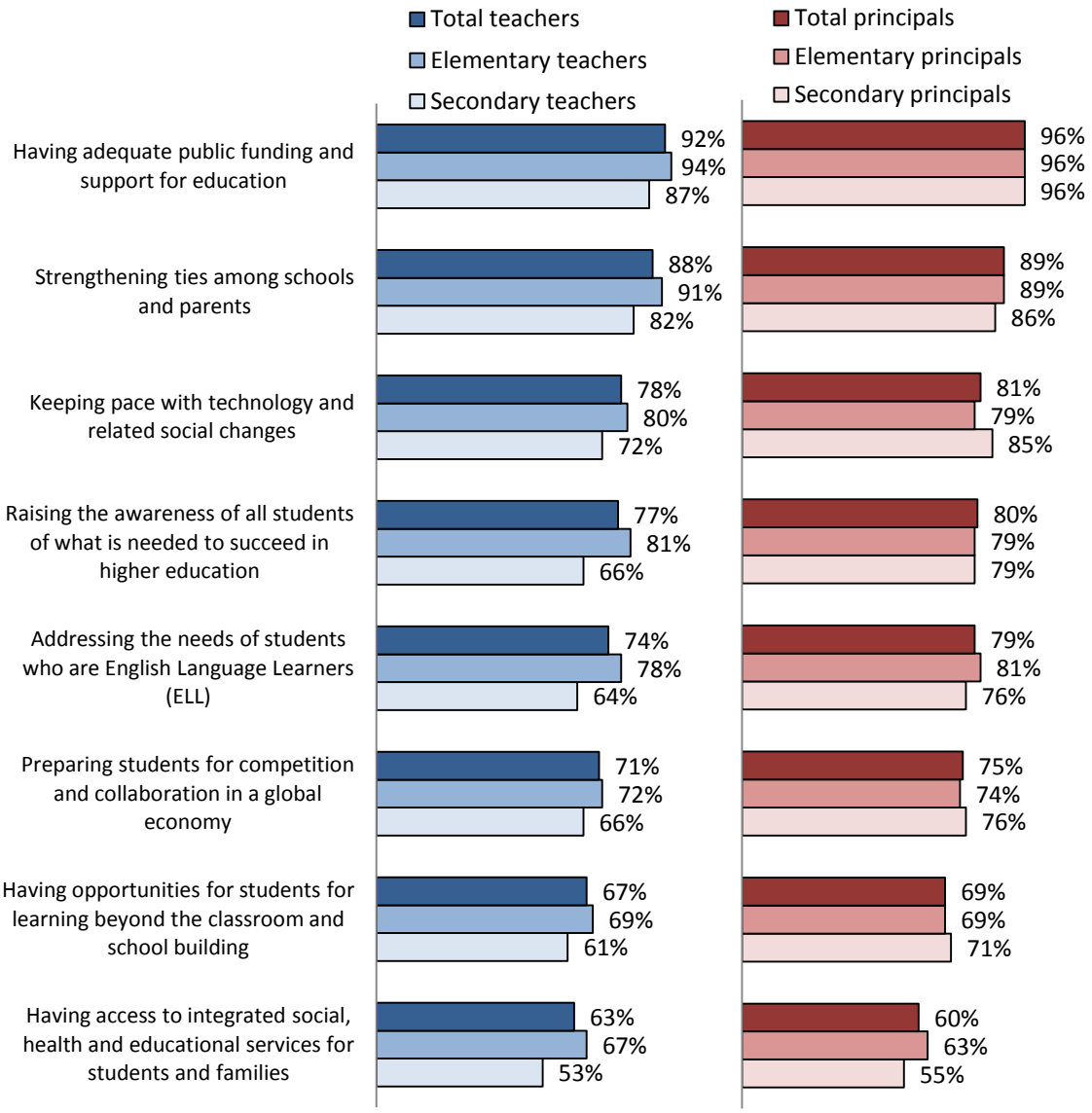
Addressing the needs of English Language Learners is important. Three-quarters of teachers (74%) and principals (79%) believe that addressing the needs of students who are English Language Learners (ELL) is very important for improving student achievement. Teachers and principals in schools with high proportions of low income and minority students are particularly likely to believe in the importance of this support. A majority of teachers (58%) and principals (61%) strongly agree that their school does a good job of teaching students who are English Language Learners, particularly schools with at least two-thirds ELL students (75% of teachers and 77% of principals in higher ELL schools). However, from students' point of view, schools are not doing as well. Only one-quarter of students (25%) strongly agree that their school does a good job of helping students who are learning to speak English.

Providing access to integrated social, health and educational services is viewed as important by a smaller majority of educators. Many teachers (63%) and principals (60%) believe that having access to integrated social, health and educational services for students and families is very important for improving student achievement. General agreement is less, however, than on other factors rated, but increases relative to concentration of student and family need. Teachers and principals in schools with high proportions of low income and minority students are particularly likely to believe in the importance of these services. Fewer than half of teachers (43%) and principals (43%) strongly agree that students and families in their school have access to integrated health, mental health, social and educational services. In this area, it is teachers with few (one-third or less) low income or minority students who are more likely to strongly agree that their students have access to these types of services. Half (52%) of teachers in schools with few low income students strongly agree that students and families in their school have access to these types of services, compared to 38% of teachers in schools with two-thirds or more low income students. Nearly half (46%) of teachers in schools with few minority students strongly agree that students and families in their school have access to integrated services, compared to 35% of teachers in schools with two-thirds or more minority students.

⌛Then and Now in the *Survey*:

According to *The MetLife Survey of the American Teacher: Past, Present and Future (2008),* several areas in which challenges that can hinder student learning have become more prevalent since 1992: problems speaking or understanding the English language, poverty, poor nutrition and poor health.

Figure 2.7
Factors for Improving Student Achievement
(% very important)



Q926/Q911: Thinking about the future of education, how important do you think the following are for improving student achievement?; Base: Teachers (n=1,003); Principals (n=500)

More Student Assessments of Teachers and Schools

Students hold strong views on many of the measures asked of teachers. Their perspectives often indicate a gap between teachers' expressed ideals and their classroom implementation:

- **Teachers** indicate that a factor that would have a major impact on student achievement is a school culture where students feel responsible and accountable for their own education. Nearly three-quarters (73%) of **students** strongly agree that it is their responsibility to pay attention and do the work it takes to succeed in school, a view that is more common among girls than boys (77% vs. 69%).
- **Teachers** believe that connecting classroom instruction to the real world has a major impact on improving student achievement. However, only one-third of **students** (32%) strongly agree that their teachers give examples of how things they learn in school can be used in the real world, an experience more common among elementary school students than secondary school students (40% vs. 26%).
- **Teachers** believe that addressing the individual needs of diverse learners has a major impact on improving student achievement. However, only one-third of **students** (32%) strongly agree that students in their school get to be creative and use their abilities at school, a view more common among elementary school students than secondary school students (39% vs. 27%).

Conclusion

Academic achievement is an important component of overall student success and a critical factor in preparation for post-secondary education. Teachers, students and principals agree on the importance of preparation for education beyond high school. However, the *Survey* reveals significant gaps among what teachers believe about student achievement, their actual practice, and what students perceive. Teachers believe in their own ability to succeed in teaching all students more than they believe in the ability of all students to succeed. Gaps between teacher belief and practice are greater in secondary schools and schools with higher concentrations of low income students. Gender differences in student aspiration, confidence and effort are also evident. Particularly when viewed in light of the data on student access to and performance in higher education, the findings raise questions and concerns about how well standards and expectations are being communicated by teachers to students and by higher education to aspiring students and their teachers.

The MetLife Survey of the American Teacher: Collaborating for Student Success
Part 3: Teaching as a Career

Summary

Part 3 of the *Survey* examines collaboration in the broader context of changes in the teaching profession and the different pathways a career can follow. Career satisfaction levels are high among teachers. While these levels have not significantly increased in recent years, teachers' likelihood to leave the profession has decreased, perhaps reflecting the recent uncertainties within the U.S. economy. Highly satisfied teachers are less likely to leave the profession; furthermore, they are more likely to have experience with and believe in the benefits of collaboration in schools and to have high expectations for their students. New teachers are also particularly collaborative. Teaching careers are beginning in varied ways and taking more varied paths. Many teachers are career changers, have an interest in and experience with combining teaching with other roles in education, and have an interest in continuing to work in the field of education beyond traditional retirement.

Among the major findings are:

- Six in ten teachers (59%) are very satisfied with teaching as a career.
- Nearly two in ten teachers (17%) today say they are very or fairly likely to leave the profession to go into a different occupation within the next five years, compared to 26% in 2006.
- One-third of teachers (35%) report that they had a career outside of education before they became a classroom teacher. Most teachers (77%) and principals (69%) agree that they have career changers as colleagues – those who have had other careers before becoming teachers.
- Having career changers as colleagues is more common among secondary school teachers (89% vs. 73% of elementary school teachers) and teachers in schools with high proportions of low income students (82% vs. 72% of teachers in schools with low proportions of low income students).
- More than half of teachers (56%) and half of principals (49%) say that some teachers in their school combine part-time classroom teaching with other roles in their school or district, and nearly four in ten teachers (37%) say they are interested in such a hybrid role.
- Hybrid teaching roles are particularly appealing to new teachers (46%) and those who are less than very satisfied with their current career (42%).
- Three-quarters of teachers (75%) say they would like to continue to work in education beyond traditional retirement.
- Teachers very satisfied with their careers are more likely than others to work in schools with higher levels of collaborative activities (39% vs. 26%) and to strongly agree that the teachers in a school share responsibility for the achievement of all students (86% vs. 72%).

Background

Two important influences for any examination of teaching as a career today and for the future are the shifting demographics leading to retirement of teachers in the Baby Boom generation and the national emphasis on increasing student achievement and teacher quality. Both policy and practice seek to address the quantity of the teacher supply in ways that increase quality. This continuation of the *MetLife Survey of the American Teacher*, *Part 3: Teaching as a Career* looks at collaboration in the context of major changes that are re-defining the profession.

The retirement of Baby Boom teachers combines with other factors to produce both pressures and a unique scale of opportunity to transform teaching as a career. Baby Boomers represent 53% of the current 3.2 million American teachers.[13] Although their retirement looms, this generation is reconsidering and re-defining what "retirement" will mean.[14] The generational shift, increasing enrollments and attrition of new teachers raise concerns that the supply of traditionally prepared teachers is not sufficient to meet demands. Alternative ways to enter the profession, including options for career changers to come into teaching from other occupations, can increase supply and address quality with a broader range of academic preparation, work experience, and life experience as resources for the classroom. Existing research on career changers indicates that they are a diverse group with a range of previous work experience who care deeply about the ability to give back to others through teaching, but also choose teaching to increase or maintain their financial security.[15] "Induction" programs of mentoring and structured support for new teachers in their first years, irrespective of their preparation and entry path, work to reduce attrition rates of almost 50 percent in the first five years of teaching that are costly in dollars and costly for students.[16,17]



[13] *Learning Teams: Creating What's Next.* National Commission on Teaching and America's Future. (2009).
[14] *MetLife Foundation/Civic Ventures New Face of Work Survey*. Civic Ventures. San Francisco, CA. (2005).
[15] *Career Changers in the Classroom: A National Portrait*. The Woodrow Wilson National Fellowship Foundation. Princeton, NJ. (2010).
[16] Moir, E., Barlin, D., Gless, J., Myles, J. *New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness*. Harvard Education Press. Cambridge, MA. (2009).
[17] *No Dream Denied: A Pledge to America's Children*. National Commission on Teaching and America's Future. (2003).

The opportunities for collaboration and embedded, continuous professional learning are increasing although still less common in the United States than in other nations where students achieve at high levels.[18] Visions for the future of teaching in the United States emphasize need for greater flexibility and options in career pathways.[19,20] Greater flexibility in terms of how ongoing careers are structured, including other roles combined with teaching and greater collaboration, may increase satisfaction, retention and effectiveness. Alternate career pathways for classroom teachers may have additional appeal for teachers and those making hiring decisions at schools facing more challenges, such as secondary schools or those with high proportions of low income or minority students. Principals in such schools are more likely to indicate that teaching shortages will be a serious problem in their school and thus may be more flexible in their approaches to alternate career pathways.[21,22] However, new teachers – regardless of their pathway – have less seniority and often are assigned to the most challenging schools with the highest teacher turnover rates, compounding the challenges they face. The current *Survey* report examines the prevalence of these different career pathways for a range of school settings, as well as teacher interest in pursuing alternatives.

The MetLife Survey of the American Teacher has been measuring teachers' career satisfaction since the inception of the series in 1984. The quality of interaction among teachers has been identified as a key element in satisfaction.[23] The *Survey* has also monitored the number of teachers planning to leave the profession and the factors that drive teachers to leave. The *MetLife Survey of the American Teacher: Transitions and the Role of Supportive Relationships* (2004-2005) examined what distinguishes new teachers (those with five years or less experience) who are likely to leave the profession from those who say they will remain in teaching. Twelve factors significantly predicted why new teachers would leave, including: not being satisfied with teaching as a career, feeling as if their job is not valued by their supervisor; feeling stress and anxiety related to budget, lack of funding and financial constraints; and feeling stress and anxiety related to unrealistic demands, workload and number of responsibilities. The current *Survey* examines the experiences of both new and more experienced teachers, and extends the understanding of the factors that distinguish those teachers who are likely to leave the profession from those who are not to include such areas as the role of collaboration within schools and views on student achievement.

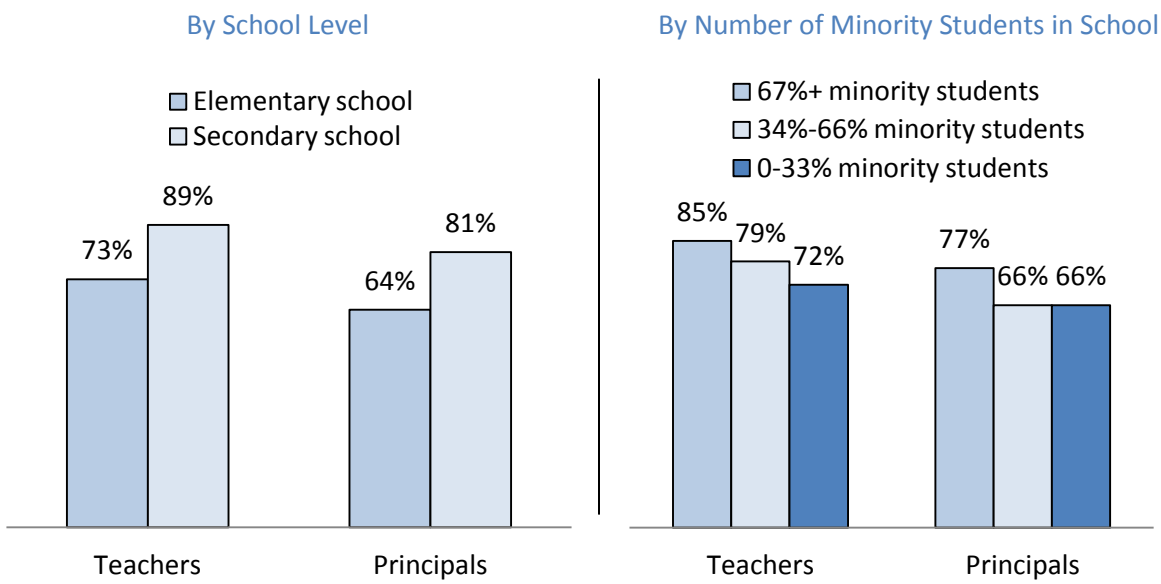
[18] Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. National Staff Development Council. Dallas, TX. (2009).
[19] Berry, B., et al. *The Teachers of 2030: Creating a Student-Centered Profession for the 21st Century.* Center for Teaching Quality. Hillsborough, NC. (2009).
[20] Carroll, T. and Foster, E. *Learning Teams: Creating What's Next*. National Commission on Teaching and America's Future. Washington, DC. (2009).
[21] *MetLife Survey of the American Teacher: Expectations and Experiences*. (2006).
[22] Berry, B., et al. *The Teachers of 2030: Creating a Student-Centered Profession for the 21st Century*. Center for Teaching Quality. Hillsborough, NC. (2009).
[23] *MetLife Survey of the American Teacher: Expectations and Experiences*. (2006).

Career Pathways in Teaching

The path to becoming a teacher has more than one starting point. Most teachers have colleagues at their school who had other careers before becoming teachers. Three-quarters of teachers (77%) agree that some teachers in their school have entered teaching from other careers, including 34% who strongly agree. Having colleagues for whom teaching is a second (or third) career is more common at the secondary school level than elementary school level (89% vs. 73%). In addition, teachers in schools with high proportions (at least two-thirds) of low income students are more likely than those with one-third or fewer low income students to report that they have career changers as colleagues (82% vs. 72%).[24] The same pattern holds for teachers in schools with high vs. low proportions of minority students (85% vs. 72%).[25]

A majority of principals (69%) also agree that some teachers in their school have entered teaching from other careers. Similar to teachers' reports, having teachers who are "career changers" as colleagues is more common among principals in secondary schools than those in elementary schools (81% vs. 64%) and among principals in schools with high proportions of minority students than those with low proportions of minority students (77% vs. 66%). However, a similar pattern does not emerge among principals of schools with high vs. low proportions of low income students.

Figure 3.1
Agreement That Some Colleagues Have Entered Teaching from Other Careers
(% agree)



Q906: How much do you agree or disagree with the following statement: Some teachers in my school have entered teaching from other careers?; Base: Teachers (n=1,003); Principals (n=500)

[24] Throughout this report, schools with "high" proportions of low income students refer to those schools with at least two-thirds low income students and "low" proportions of low income students refer to those schools with fewer than one-third low income students.

[25] Throughout this report, schools with "high" proportions of minority students refer to those schools with at least two-thirds minority students and "low" proportions of minority students refer to those schools with fewer than one-third minority students.

One-third of teachers (35%) report that they had a career outside of education before they became a classroom teacher. More secondary school than elementary school teachers are career changers (45% vs. 31%). Career changers are also more prevalent in schools with high proportions of low income and minority students. Four in ten teachers (38%) in schools with high proportions of low income students had a career outside of education, compared to 29% of teachers in schools with low proportions of low income students. The same pattern holds for teachers in schools with high vs. low proportions of minority students (41% vs. 30%).

Regardless of their specific path to teaching, new teachers are strong proponents of collaboration. Although teachers across experience levels agree on many of the topics in the *Survey*, new teachers (those with five years of experience or less) emerge as having a particular affinity for collaboration. New teachers strongly agree in greater numbers than do veteran teachers (those with more than 20 years of experience) that their success is linked to that of their colleagues (67% vs. 47%). Conversely, new teachers are less likely than veteran teachers to agree that if they do their job well their students will benefit regardless of how the rest of the school functions (76% vs. 87%). They are more likely than veteran teachers to report that teachers in their school always or often observe each other and provide feedback (32% vs. 21%) and twice as likely to report that they spend more than five hours per week in structured collaboration with other teachers and school leaders (14% vs. 7%). New teachers are also more likely to emphasize the importance of collaborating with other groups to improve student achievement. They are more likely than veteran teachers to say that strengthening ties among schools and parents is very important for improving student achievement (95% vs. 85%).

> *"New teachers who are mid-career changers bring valuable knowledge and experience."*
> - Public education thought leader

New teachers bring different perspectives on other aspects of student achievement as well. By one measure, they have higher expectations for their students; more new teachers than veteran teachers believe that all of their students have the ability to succeed academically (46% vs. 30%). New teachers are more likely to believe that addressing the needs of students who are English Language Learners (ELL) is very important for improving student achievement (82% vs. 70%). However, they are less likely than veteran teachers to strongly agree that their school does a good job of teaching ELL students (55% vs. 63%). Another area where they are more critical than veteran teachers is in the area of differentiated instruction. New teachers are less likely than veteran teachers to strongly agree that teachers in their school adjust instruction and assessment to meet the needs of diverse learners (63% vs. 74%).



Hybrid approaches to teaching roles are common. More than half of teachers (56%) and half of principals (49%) agree that some teachers in their school combine part-time classroom teaching with other roles or responsibilities in their school or district. Teachers from a range of school types, including school level and proportion of low income or minority students, report similar experiences with this hybrid approach. However, secondary school principals are more likely than elementary school principals to say that there are teachers in their school who have hybrid teaching positions (60% vs. 43%).

The hybrid role is appealing to many teachers for themselves. Nearly four in ten teachers (37%) agree they would like to teach in the classroom part-time combined with other roles or responsibilities in their school or district, including 46% of new teachers (five years or less experience). This option is also particularly appealing to those teachers who are less than very satisfied with teaching as a career (42%), compared to 33% of teachers who are very satisfied with teaching as a career.

Most teachers see their commitment to education extending beyond traditional retirement. Three-quarters of teachers (75%) agree that they would like to continue to work in education beyond traditional retirement as, for example, a teacher mentor, administrator, tutor, etc. Teachers in schools with higher levels of collaborative activities[26] are more likely than those in schools with lower collaboration to be interested in continuing to work in education beyond traditional retirement (81% vs. 72%). Teachers who are very satisfied with teaching as a profession are also more likely than others to be interested in working in education after retirement (82% vs. 66%).

☞ From the Experts:

Benefits and challenges of hybrid teaching roles:

"Provides a career trajectory for folks that enables them to keep one foot in the classroom while also stretching themselves or sharing their expertise as a professional."

"Is complicated, requires buy-in from all, and has potential to turn into multiple jobs that would lead to burnout."

"Gives teachers more flexibility; greater opportunity to exercise or explore leadership roles or other roles outside the classroom without having to leave the classroom."

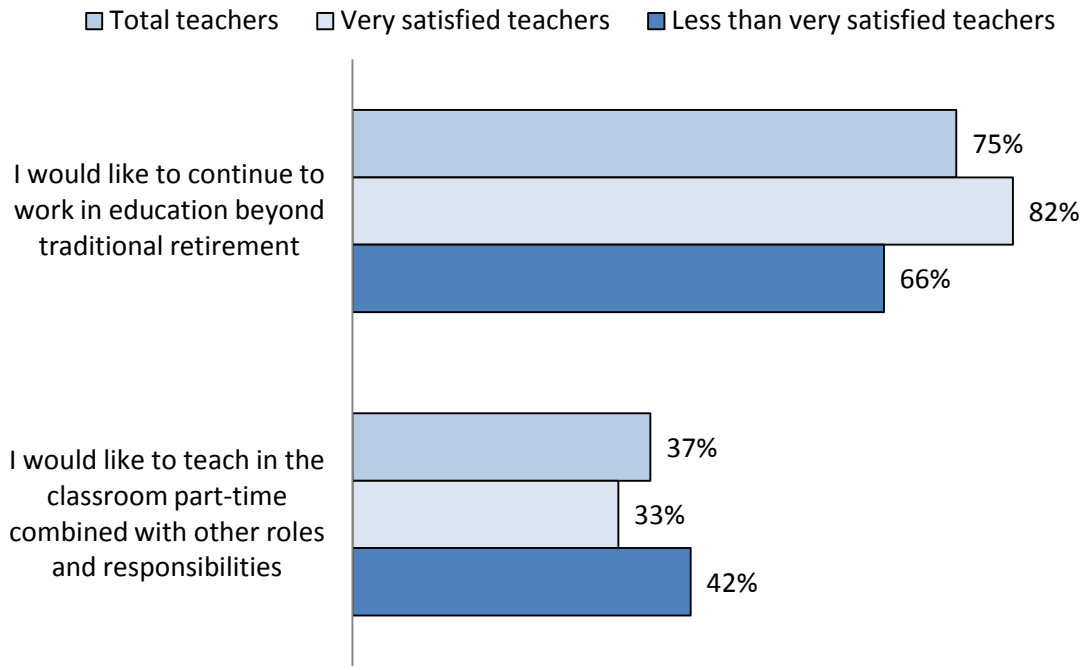
"Allows schools to take maximum advantage of teacher expertise without weakening the classroom presence of quality teachers."

⇨A Closer Look:

Throughout the *MetLife Survey of the American Teacher* series, the reports have noted the important ways in which the experiences of teachers, principals and students vary significantly depending on the school setting, including such factors as school level (elementary, secondary), school location (urban, suburban, rural), and school population (proportion of low income students and/or minority students). This year, the *Survey* findings highlight how teachers in different school settings differ in their career pathways. They also differ considerably in how they work collaboratively with colleagues and their perspectives on student achievement. For insights into these areas, see the first two parts of the *MetLife Survey of the American Teacher: Collaborating for Student Success* report: *Part 1: Effective Teaching and Leadership* and *Part 2: Student Achievement*.

[26] see Part 1 of this report, *Effective Teaching and Leadership*, for more details on the definition and profile of schools with higher levels of collaboration.

Figure 3.2
Interest in Hybrid Teaching Roles
(% agree)



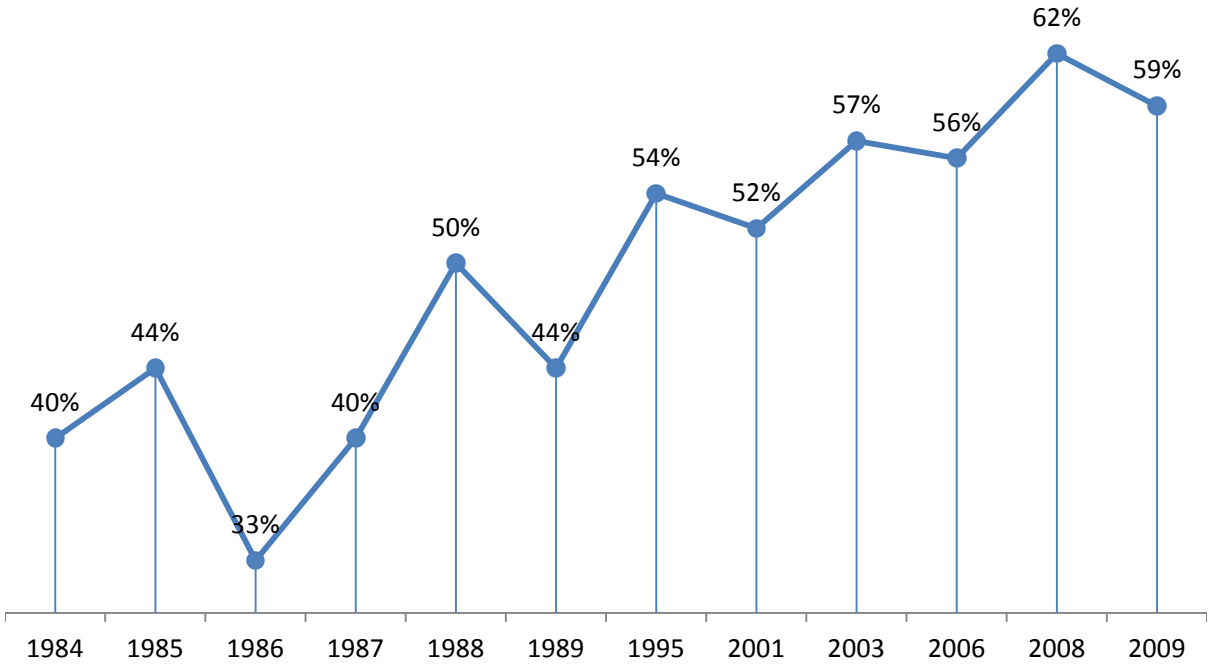
Q906: How much do you agree or disagree with the following statements: I would like to continue to work in education beyond traditional retirement as, for example, a teacher mentor, administrator, tutor etc./I would like to teach in the classroom part-time combined with other roles or responsibilities in my school or district?; Base: Teachers (n=1,003)

Satisfaction with Teaching as a Career

Teacher satisfaction may have reached a plateau. Six in ten teachers (59%) are very satisfied with teaching as a career, a level that is not significantly different from the 62% of very satisfied teachers in the previous report in the series, *The MetLife Survey of the American Teacher: Past, Present and Future (2008)*. During the 26-year history of the *MetLife Survey of the American Teacher*, teacher career satisfaction has increased significantly from the 40% who were very satisfied with teaching as a career in 1984. Future surveys in the *MetLife Survey* series will help clarify whether this year's level of satisfaction represents a plateau in career satisfaction, or the beginning of an actual decline toward levels seen a decade ago (52% very satisfied in 2001).



Figure 3.3
Satisfaction with Teaching as a Career through the Years
(% very satisfied)



Q910: How satisfied would you say you are with teaching as a career?; Base: Teachers (n=1,003)

Similar to previous *MetLife Surveys*, teachers in urban schools (50%) are less likely to be very satisfied with teaching as a career, compared to those in suburban (63%) or rural (62%) schools. In addition, teachers in schools with more than two-thirds minority students are less likely to be very satisfied with teaching as a career, compared to those in schools with one-third or fewer minority students (52% vs. 63%). The most experienced teachers (more than 20 years of experience) are the most likely to be very satisfied with teaching as a career (65%, compared to 55% of teachers with 6-20 years of experience and 58% of teachers with 5 years or less experience). As noted in Part 1 of this report, *Effective Teaching and Leadership*, teachers in schools with higher levels of collaborative activities are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied). However, unlike in previous years, teacher career satisfaction does not differ significantly by school level (elementary vs. secondary) or proportion of low income students.

Highly satisfied teachers have a stronger belief in the success of their students, are more confident in their own ability to help their students succeed and have more support for and experience with collaboration in schools. Teachers who are very satisfied with teaching as a career are more likely than others to **have high expectations for their students**. They are more likely to report that all or most of their students have the ability to succeed academically (91% vs. 83%), are motivated to succeed academically (71% vs. 54%) and have a sense of responsibility for their own education (48% vs. 33%). They think that a higher percentage of their students will attend a two- or four-year college (53% vs. 45%) and they are less likely to agree that students in their school only do enough work to do as well as they need to get by in school (45% vs. 60%). Teachers who are very satisfied with teaching as a career also **have a greater sense of self-efficacy**. They are more likely than others to be very confident that they have the knowledge and skills necessary to enable all of their students to succeed (91% vs. 74%)

and they are more likely than others to strongly agree that if they do their job well, their students will benefit regardless of how the rest of the school functions (48% vs. 34%). Finally, highly satisfied teachers **are stronger proponents of shared responsibility and collaboration in schools**. Teachers who are very satisfied with teaching as a career are more likely to strongly agree that the teachers in a school share responsibility for the achievement of all students (86% vs. 72%), that other teachers contribute to their success in the classroom (56% vs. 44%), and that the teachers, principals and other school professionals at their school trust each other (59% vs. 40%). They are also more likely to report that a range of collaborative activities always occur at their school (see Figure 3.4 below).

Figure 3.4
Profile of Very Satisfied vs. Less Than Very Satisfied Teachers

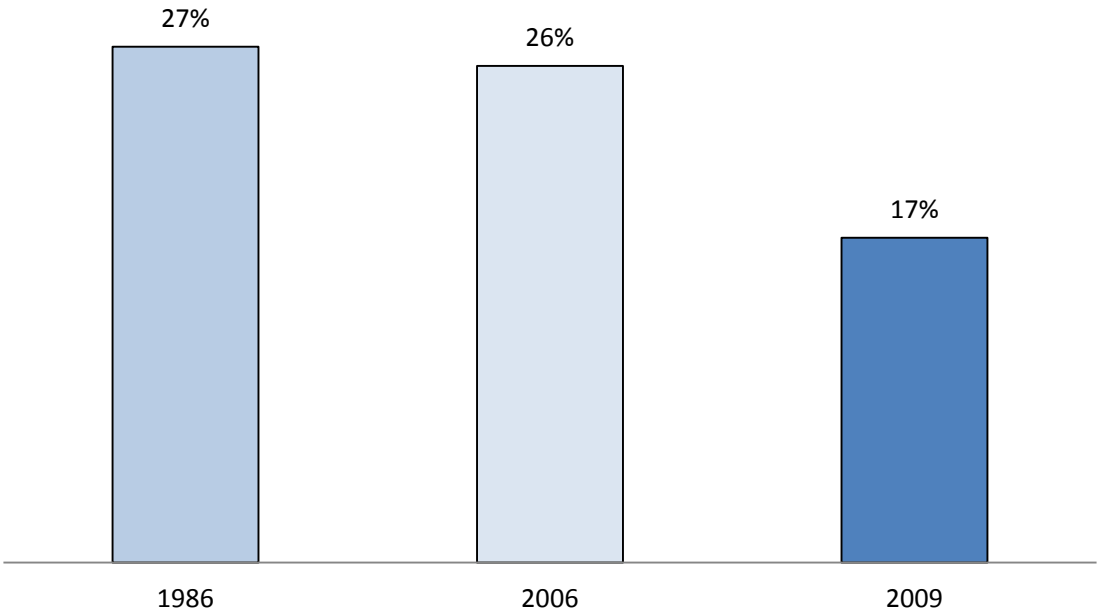
	All Teachers		
	Total n=1003	**Very Satisfied n=599**	**Less Than Very Satisfied n=397**
Setting high expectations for all students (% major impact on student achievement)	86%	88%	82%
Expectations for my students (% all/most)			
Have the ability to succeed academically	88%	91%	83%
Are motivated to succeed academically	64%	71%	54%
Have a sense of responsibility for their own education	42%	48%	33%
Percentage of my students who will attend a two- or four-year college	50%	53%	45%
Students in my school only do enough work to do as well as they need to get by in school (% agree)	51%	45%	60%
I have the knowledge and skills necessary to enable all of my students to succeed (% very confident)	84%	91%	74%
If I do my job well, my students will benefit regardless of how the rest of the school functions (% strongly agree)	43%	48%	34%
Frequency of collaborative activities (% always)			
Teachers meet in teams to learn what is necessary to help their students achieve at higher levels	41%	47%	33%
School leaders share responsibility with teachers to achieve school goals	36%	41%	29%
Beginning teachers have opportunities to work with more experienced teachers	45%	51%	37%
Teachers examine and discuss student work with each other regularly	32%	37%	25%
My school structures time for teachers to work together	34%	40%	26%
My principal's decisions on school improvement strategies are influenced by faculty input	28%	32%	21%
Shared responsibility and collaboration in schools (% strongly agree)			
The teachers in a school share responsibility for the achievement of all students	80%	86%	72%
Other teachers contribute to my success in the classroom	51%	56%	44%
The teachers, principals and other school professionals at my school trust each other	51%	59%	40%

Despite similar levels of career satisfaction, fewer teachers than in 2006 say they are likely to leave the profession – most probably due to the current challenging economic environment. Nearly two in ten teachers (17%) say they are very or fairly likely to leave the teaching profession to go into some different occupation within the next five years, compared to 26% who indicated they were likely to leave in 2006. Teachers who are very satisfied with their careers are less than half as likely to say they are very or fairly likely to leave the teaching profession (10% vs. 26%). Likelihood to leave the profession does not differ by school characteristics such as school level or proportion of low income or minority students.

From the *Survey* Archives:

1995. "Although teaching is still a challenging though sometimes frustrating occupation, teachers may choose to remain in jobs that they perceive to be more secure than many private sector occupations. And as life in the private sector has come to be perceived as more uncertain and stressful, the teaching profession may appear more attractive in comparison."

Figure 3.5
Likelihood to Leave the Teaching Profession
(% likely)



Q920: Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?; Base: Teachers (n=1,003)

Listening to the Voice of the Teacher

A majority of teachers do not believe that teachers' voices are being heard. Seven in ten teachers (69%) disagree with the statement that "thinking about the current debate on education, teachers' voices in general have been adequately heard." This level is consistent across a range of school characteristics. However, teachers in schools with lower levels of collaboration (72% vs. 63%), as well as those who are less than very satisfied with their careers (77% vs. 63%) are more likely than others to believe that teachers' voices are not being heard. Interestingly, the number of teachers who feel that teachers' voices are not being heard is similar to the number who felt this way in 1984 (72%), when only 40% of teachers were very satisfied with teaching as a career.

☞ From the Experts:

The public education thought leaders, principals and teachers convened in a strategy session, as part of the *Survey* development process, discussed what is meant by "voice of the teacher" and what the benefits are of listening to those voices.

Defining "Voice of the Teacher"

- *"Teachers having more than token 'input' on critical decisions in education."*
- *"The teacher's voice is represented in policy debates and in whole school decision-making."*
- *"Teachers playing an active role in shaping and leading the learning culture in their school."*
- *"Understanding that the teacher is the most important factor in students learning and that they should have active ongoing input into educational policy and practice."*

Proposed Benefits of Listening to the "Voice of the Teacher"

- Increased teamwork and collaboration among teachers
- Puts students first, creating more direct benefits to the students
- Teachers feeling that they can really make a difference/Higher level of teacher buy-in
- Policy will be in sync with best practices
- A connection to what's really happening at the classroom level
- More implementable ideas
- A higher level of student achievement
- An improvement in the culture of teaching and learning

Conclusion

Teaching is a career in significant transition. Potential teachers have multiple points of entry to the profession. The many teachers who are interested in continuing in education beyond traditional retirement present a large and growing resource, and more flexibility is being introduced to the classroom teacher role. Current experiences and potential interest in these areas differ by school characteristics, pointing to opportunities as well as challenges for the most at-risk schools. Particularly for a changing profession, collaboration can help teachers and schools balance strengths and weaknesses and share different qualities of experience both inside and beyond the classroom to address more effectively varied student needs.

Appendix A: Methodology

Appendix A: Methodology

The MetLife Survey of the American Teacher: Collaborating for Student Success utilized a multimodal methodology to capture the views of key school stakeholder groups. Teachers and principals were interviewed by telephone and students were interviewed online; additional teacher leaders and principals were gathered to participate in an online strategy session.

Teachers

A total of 1,003 public school teachers were interviewed by telephone between October 15, 2009 and November 12, 2009. Interviews averaged 15 minutes in length and were conducted by a data collection facility from Harris Interactive's network of approved suppliers.

Teacher Sample

A nationally representative sample of current public school teachers of grades K through 12 throughout the continental United States was interviewed. Harris Interactive purchased the sample from Market Data Retrieval. Before being asked to complete the actual interview, each teacher was screened to ensure that s/he was currently teaching, or taught over the past school year at least part-time in a public school in grades K through 12. If the respondent passed the screen, the interview was either completed at that time or an appointment was made to complete the interview at a time convenient for the teacher.

Teacher Interviewing Procedures

Interviewing for the teacher survey was conducted by professional staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The computer-assisted telephone interviewing system (CATI) permits online data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has two possible answer choices (e.g., "Agree" and "Disagree"), the CATI system will only accept coded responses corresponding to these choices. All data are tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

The data processing staff performs machine edits and additional cleaning for the entire data set. Edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

Weighting of Teacher Data

Data were weighted to key demographic variables (school level, gender, region, and metro status) to align with the national population of U.S. K through 12 public school teachers.

Principals

A total of 500 public school principals were interviewed by telephone between October 19, 2009 and November 16, 2009. Interviews averaged 13 minutes in length and were conducted by a data collection facility from Harris Interactive's network of approved suppliers.

Principal Sample

A nationally representative sample of current K through 12 public school principals throughout the continental United States was interviewed. Harris Interactive purchased the sample from Market Data Retrieval. Before being asked to complete the actual interview, each principal was screened to ensure that s/he was currently working, or worked during the most recent school year at least part-time in a public school. If the respondent passed the screen, the interview was either completed at that time or an appointment was made to complete the interview at a time convenient for the principal.

Principal Interviewing Procedures

Interviewing for the principal survey was conducted by professional staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The computer-assisted telephone interviewing system (CATI) permits online data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series
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The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has two possible answer choices (e.g., "Agree" and "Disagree"), the CATI system will only accept coded responses corresponding to these choices. All data are tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group

showing the results of each survey question, both by the total number of respondents and by important subgroups.

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Weighting of Principal Data

Data were weighted to key demographic variables (school level, gender, region, and metro status) to align with the national population of U.S. K through 12 public school principals.

Students

The student survey was conducted between October 14, 2009 and October 22, 2009 via Harris Interactive's YouthQuery[SM] online omnibus service, interviewing a nationwide sample of 1,018 public school students.

Student Sample

Sample was obtained from the Harris Poll Online (HPOL) opt-in panel of millions of respondents. Invitations for this study were emailed to a stratified random sample drawn from the Harris Poll Online database identified as United States residents and parents of 8-17 year olds, or United States residents and ages 13 – 18. Qualified respondents were U.S. residents, ages 8 – 18 and public school students in grades 3 through 12.

Student Interviewing Procedures

To maintain the reliability and integrity in the sample, the following procedures were used:

- Password protection. Each invitation contained a password-protected link to the survey that was uniquely assigned to that email address. Password protection ensures that a respondent completes the survey only one time.
- Reminder invitations. To increase the number of respondents in the survey, one reminder invitation was mailed 2 days after the initial invitation to those respondents who had not yet participated in the survey.
- "Instant Results" of selected survey findings. To improve overall response rates, respondents were invited to access results to pre-determined, selected questions after completing the survey.
- HIPoints[SM] and HIStakes[SM]. HPOL panel members (age 13 and older) are enrolled in the HIPoints rewards program in which respondents earn points for completing surveys. These points can be redeemed for a variety of merchandise and gift certificates. In addition, survey respondents are offered entry in the monthly HIStakes sweepstakes drawing.

Interviews were conducted using a self-administered online questionnaire via Harris' proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry by the respondents.

Online questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices ("Agree," "Disagree," "Not Sure"), the system will accept only one response from these choices.

Weighting of Student Data

Data were weighted to key demographic variables to align with the national population of U.S. public school students in grades 3 through 12. Results for 8-17 year olds were weighted as needed for age, gender, race/ethnicity, parental education, metro status, and region. Results for 18 year olds were weighted as needed for age, gender, race/ethnicity, education, region, and household income.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Non-sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

Online Strategy Session

Teacher leaders, principals, and public education thought leaders participated in an online strategy session conducted on September 15, 2009. The session was conducted online using Harris Interactive's proprietary Advanced Strategy Lab®Online (ASL® Online). Doug Griffen, Director of Strategy & Facilitation at the Advanced Strategy Center, moderated the session. Twenty-eight respondents were recruited for the session (12 teacher leaders, 4 principals, and 12 public education thought leaders) and 26 participated. Participants represented a geographic spread across the country, and reflected a range of experience levels, grade levels, district sizes, school sizes, student income levels, subject areas, and gender.

Before being asked to take part in the online strategy session, all participants were screened to ensure that they were teacher leaders, principals, public education thought leaders. Teacher leaders were defined as current elementary and secondary school teachers in a public school system; individuals who teach at least part-time in the classroom; and have had some sort of leadership role including

department chairing or mentoring. Principals were defined as current elementary and secondary principals. Public education thought leaders were drawn from a range of education organizations.

Participants were given an incentive to participate in the online group. All participants were offered a $150 incentive for their participation.

Appendix B: Questionnaires

2009 MetLife Survey of the American Teacher
Teacher Data
Data-sheeted Questionnaire

- Total sample includes 1003 public school K-12 teachers.
- Data were weighted to be representative of the population of U.S. public school K-12 teachers.
- Interviewing was conducted online from October 15th – November 12th, 2009.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

SECTION 700: STUDENT ACHIEVEMENT AND EXPECTATIONS

BASE: QUALIFIED TEACHERS (n=1003)

Q700 How many of your students…?

1 Have a sense of responsibility for their own education

ALL/MOST (NET)	42%
All	9%
Most	34%
Some	37%
A FEW/NONE (NET)	19%
A few	16%
None	3%
Not sure	1%
Decline to answer	-

2 Have set goals for their education

ALL/MOST (NET)	36%
All	14%
Most	22%
Some	36%
A FEW/NONE (NET)	24%
A few	17%
None	7%
Not sure	3%
Decline to answer	1%

3 Have the ability to succeed academically

ALL/MOST (NET)	88%
All	36%
Most	52%
Some	10%
A FEW/NONE (NET)	2%
A few	2%
None	-
Not sure	-
Decline to answer	-

4 Are motivated to succeed academically

ALL/MOST (NET)	64%
All	13%
Most	51%
Some	28%
A FEW/NONE (NET)	7%
A few	7%
None	-
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q705 How confident are you that you have the knowledge and skills necessary to enable all of your students to succeed academically?

VERY/SOMEWHAT CONFIDENT (NET)	99%
Very confident	84%
Somewhat confident	16%
NOT TOO/NOT AT ALL CONFIDENT (NET)	-
Not too confident	-
Not at all confident	-
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q710 How much do you agree or disagree with the following statements?

1 The teachers in a school share responsibility for the achievement of all students.

TOP 2 BOX (NET)	96%
Strongly agree	80%
Somewhat agree	16%
BOTTOM 2 BOX (NET)	4%
Somewhat disagree	3%
Strongly disagree	1%
Not sure	-
Decline to answer	-

2 It is important for all students to have one year or more of post-secondary education after high school in order to be prepared for work or a career.

TOP 2 BOX (NET)	89%
Strongly agree	64%
Somewhat agree	25%
BOTTOM 2 BOX (NET)	10%
Somewhat disagree	7%
Strongly disagree	3%
Not sure	-
Decline to answer	-

3 Students in my school only do enough work to do as well as they need to get by in school.

TOP 2 BOX (NET)	51%
Strongly agree	10%
Somewhat agree	41%
BOTTOM 2 BOX (NET)	48%
Somewhat disagree	24%
Strongly disagree	24%
Not sure	1%
Decline to answer	-

4 My school does a good job of teaching students who are English Language Learners.

TOP 2 BOX (NET)	86%
Strongly agree	58%
Somewhat agree	27%
BOTTOM 2 BOX (NET)	7%
Somewhat disagree	4%
Strongly disagree	3%
Not sure	4%
Decline to answer	4%

5 Most teachers in my school adjust instruction and assessment to meet the needs of diverse learners.

TOP 2 BOX (NET)	97%
Strongly agree	71%
Somewhat agree	25%
BOTTOM 2 BOX (NET)	3%
Somewhat disagree	2%
Strongly disagree	1%
Not sure	-
Decline to answer	-

6 Students and families in my school have access to integrated health, mental health, social and educational services.

TOP 2 BOX (NET)	83%
Strongly agree	43%
Somewhat agree	40%
BOTTOM 2 BOX (NET)	13%
Somewhat disagree	9%
Strongly disagree	4%
Not sure	4%
Decline to answer	-

7 Most teachers in my school hold high standards for all of the students.

TOP 2 BOX (NET)	97%
Strongly agree	77%
Somewhat agree	21%
BOTTOM 2 BOX (NET)	3%
Somewhat disagree	2%
Strongly disagree	-
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q715 What percentage of your students do you think will do the following after they leave high school? (Mean)

Work full-time	27%
Attend a technical or vocational school	17%
Attend a two year community college	19%
Attend a four year college	31%
Something else	6%

BASE: QUALIFIED TEACHERS (n=1003)

Q720 With how many of your students do you regularly do the following?

1 Talk about what college is like

TOP 2 BOX (NET)	61%
All	52%
Most	9%
Some	14%
BOTTOM 2 BOX (NET)	24%
A few	10%
None	14%
Not sure	1%
Decline to answer	-

2 Tell them it is important to prepare now for college

TOP 2 BOX (NET)	81%
All	70%
Most	11%
Some	7%
BOTTOM 2 BOX (NET)	11%
A few	4%
None	7%
Not sure	1%
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q725 Thinking about the future of education, how much of an impact would each of the following have on improving student achievement?

1 Setting high expectations for all students

TOP 2 BOX (NET)	98%
Major impact	86%
Moderate impact	13%
BOTTOM 2 BOX (NET)	1%
Slight impact	1%
No impact	-
Not sure	-
Decline to answer	-

2 A school culture where students feel responsible and accountable for their own education

TOP 2 BOX (NET)	97%
Major impact	80%
Moderate impact	17%
BOTTOM 2 BOX (NET)	3%
Slight impact	3%
No impact	-
Not sure	-
Decline to answer	-

3 Providing all students with core reading, writing and math skills

TOP 2 BOX (NET)	98%
Major impact	90%
Moderate impact	8%
BOTTOM 2 BOX (NET)	1%
Slight impact	1%
No impact	-
Not sure	1%
Decline to answer	-

4 Greater collaboration among teachers and school leaders

TOP 2 BOX (NET)	94%
Major impact	67%
Moderate impact	27%
BOTTOM 2 BOX (NET)	5%
Slight impact	4%
No impact	1%
Not sure	-
Decline to answer	-

5 Connecting classroom instruction to the real world

TOP 2 BOX (NET)	98%
Major impact	80%
Moderate impact	17%
BOTTOM 2 BOX (NET)	2%
Slight impact	2%
No impact	-
Not sure	-
Decline to answer	-

6 Addressing the individual needs of diverse learners

TOP 2 BOX (NET)	96%
Major impact	77%
Moderate impact	20%
BOTTOM 2 BOX (NET)	3%
Slight impact	3%
No impact	-
Not sure	-
Decline to answer	-

SECTION 800: TEACHING METHODS

BASE: QUALIFIED TEACHERS (n=1003)

Q800 How much do you agree or disagree with the following statements?

1 Ultimately, the principal should be held accountable for everything that happens to the children in his or her school.

TOP 2 BOX (NET)	59%
Strongly agree	11%
Somewhat agree	48%
BOTTOM 2 BOX (NET)	40%
Somewhat disagree	25%
Strongly disagree	15%
Not sure	1%
Decline to answer	-

2 Ultimately the teacher should be held accountable for the academic success or failure of the children in his or her class.

TOP 2 BOX (NET)	62%
Strongly agree	10%
Somewhat agree	52%
BOTTOM 2 BOX (NET)	37%
Somewhat disagree	23%
Strongly disagree	14%
Not sure	-
Decline to answer	1%

3 If I do my job well, my students will benefit regardless of how the rest of the school functions.

TOP 2 BOX (NET)	83%
Strongly agree	43%
Somewhat agree	40%
BOTTOM 2 BOX (NET)	16%
Somewhat disagree	13%
Strongly disagree	3%
Not sure	-
Decline to answer	-

4 At my school, the teachers, principals and other school professionals trust each other.

TOP 2 BOX (NET)	89%
Strongly agree	51%
Somewhat agree	38%
BOTTOM 2 BOX (NET)	11%
Somewhat disagree	8%
Strongly disagree	3%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q805 How often do the following occur at your school?

1 My principal's decisions on school improvement strategies are influenced by faculty input

TOP 2 BOX (NET)	63%
Always	28%
Often	35%
Sometimes	26%
BOTTOM 2 BOX (NET)	11%
Rarely	8%
Never	3%
Not sure	-
Decline to answer	-

2 My school structures time for teachers to work together

TOP 2 BOX (NET)	63%
Always	34%
Often	29%
Sometimes	23%
BOTTOM 2 BOX (NET)	14%
Rarely	10%
Never	4%
Not sure	-
Decline to answer	-

3 School leaders share responsibility with teachers to achieve school goals

TOP 2 BOX (NET)	73%
Always	36%
Often	37%
Sometimes	22%
BOTTOM 2 BOX (NET)	5%
Rarely	4%
Never	1%
Not sure	-
Decline to answer	-

4 Teachers observe each other in the classroom and provide feedback to each other

TOP 2 BOX (NET)	22%
Always	8%
Often	14%
Sometimes	33%
BOTTOM 2 BOX (NET)	44%
Rarely	31%
Never	13%
Not sure	-
Decline to answer	-

5 Teachers examine and discuss student work with each other regularly

TOP 2 BOX (NET)	68%
Always	32%
Often	36%
Sometimes	21%
BOTTOM 2 BOX (NET)	11%
Rarely	9%
Never	2%
Not sure	-
Decline to answer	-

6 Beginning teachers have opportunities to work with more experienced teachers

TOP 2 BOX (NET)	71%
Always	45%
Often	26%
Sometimes	19%
BOTTOM 2 BOX (NET)	9%
Rarely	7%
Never	2%
Not sure	-
Decline to answer	-

7 Teachers meet in teams to learn what is necessary to help their students achieve at higher levels

TOP 2 BOX (NET)	75%
Always	41%
Often	34%
Sometimes	19%
BOTTOM 2 BOX (NET)	6%
Rarely	5%
Never	1%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q810 Excluding administrative duties, how much time per week do you spend working in structured collaboration with other teachers and school leaders?

0 minutes	3%
1-30 minutes	9%
31 minutes-1 hour	20%
More than 1 hour-2 hours	26%
More than 2 hours-3 hours	17%
More than 3 hours	24%
Not sure	1%
Decline to answer	-
MEAN	2.7 hours

BASE: QUALIFIED TEACHERS (n=1003)

Q815 How does collaboration among teachers occur at your school?

Within grade level	77%
School-wide -- across grade levels and subject areas	65%
Across grade levels, but within subject area	64%
Collaboration does not occur	1%
Not sure	-
Decline to answer	-

SECTION 900: TEACHING PROFESSION

BASE: QUALIFIED TEACHERS (n=1003)

Q900 Thinking about the current debate on education, would you strongly agree, somewhat agree, somewhat disagree or strongly disagree that teachers' voices in general have been adequately heard?

TOP 2 BOX (NET)	30%
Strongly agree	2%
Somewhat agree	27%
BOTTOM 2 BOX (NET)	69%
Somewhat disagree	33%
Strongly disagree	36%
Not sure	1%
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q905 How much do you agree or disagree with the following statements?

1 I would like to teach in the classroom part-time combined with other roles or responsibilities in my school or district.

TOP 2 BOX (NET)	37%
Strongly agree	13%
Somewhat agree	24%
BOTTOM 2 BOX (NET)	62%
Somewhat disagree	25%
Strongly disagree	37%
Not sure	1%
Decline to answer	-

2 Other teachers contribute to my success in the classroom.

TOP 2 BOX (NET)	90%
Strongly agree	51%
Somewhat agree	40%
BOTTOM 2 BOX (NET)	10%
Somewhat disagree	6%
Strongly disagree	4%
Not sure	-
Decline to answer	-

3 Some teachers in my school combine part-time classroom teaching with other roles or responsibilities in my school or district.

TOP 2 BOX (NET)	56%
Strongly agree	22%
Somewhat agree	33%
BOTTOM 2 BOX (NET)	41%
Somewhat disagree	18%
Strongly disagree	23%
Not sure	3%
Decline to answer	-

4 Some teachers in my school have entered teaching from other careers.

TOP 2 BOX (NET)	77%
Strongly agree	34%
Somewhat agree	43%
BOTTOM 2 BOX (NET)	21%
Somewhat disagree	11%
Strongly disagree	10%
Not sure	2%
Decline to answer	-

5 I would like to continue to work in education beyond traditional retirement as, for example, a teacher mentor, administrator, tutor etc.

TOP 2 BOX (NET)	75%
Strongly agree	43%
Somewhat agree	32%
BOTTOM 2 BOX (NET)	23%
Somewhat disagree	10%
Strongly disagree	13%
Not sure	2%
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q910 All in all, how satisfied would you say you are with teaching as a career?

TOP 2 BOX (NET)	92%
Very satisfied	59%
Somewhat satisfied	33%
BOTTOM 2 BOX (NET)	7%
Somewhat dissatisfied	5%
Very dissatisfied	2%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q915 Before you became a classroom teacher, did you have…?

Another career outside of education	35%
Another career in education	10%
Neither	59%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q920 Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation?

TOP 2 BOX (NET)	17%
Very likely	12%
Fairly likely	5%
BOTTOM 2 BOX (NET)	83%
Not too likely	21%
Not at all likely	62%
Not sure	1%
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q925 Thinking about the future of education, how important do you think the following are for improving student achievement?

1 Having opportunities for students for learning beyond the classroom and school building

TOP 2 BOX (NET)	98%
Very important	67%
Somewhat important	31%
BOTTOM 2 BOX (NET)	2%
Not too important	1%
Not at all important	-
Not sure	-
Decline to answer	-

2 Raising the awareness of all students of what is needed to succeed in higher education

TOP 2 BOX (NET)	99%
Very important	77%
Somewhat important	22%
BOTTOM 2 BOX (NET)	1%
Not too important	1%
Not at all important	-
Not sure	-
Decline to answer	-

3 Addressing the needs of students who are English Language Learners (ELL)

TOP 2 BOX (NET)	97%
Very important	74%
Somewhat important	22%
BOTTOM 2 BOX (NET)	2%
Not too important	2%
Not at all important	1%
Not sure	1%
Decline to answer	-

4 Preparing students for competition and collaboration in a global economy

TOP 2 BOX (NET)	97%
Very important	71%
Somewhat important	26%
BOTTOM 2 BOX (NET)	3%
Not too important	2%
Not at all important	1%
Not sure	-
Decline to answer	-

5 Keeping pace with technology and related social changes

TOP 2 BOX (NET)	98%
Very important	78%
Somewhat important	20%
BOTTOM 2 BOX (NET)	2%
Not too important	1%
Not at all important	-
Not sure	-
Decline to answer	-

6 Having adequate public funding and support for education

TOP 2 BOX (NET)	98%
Very important	92%
Somewhat important	6%
BOTTOM 2 BOX (NET)	2%
Not too important	1%
Not at all important	1%
Not sure	-
Decline to answer	-

7 Strengthening ties among schools and parents

TOP 2 BOX (NET)	99%
Very important	88%
Somewhat important	11%
BOTTOM 2 BOX (NET)	-
Not too important	-
Not at all important	-
Not sure	-
Decline to answer	-

8 Having access to integrated social, health and educational services for students and families

TOP 2 BOX (NET)	96%
Very important	63%
Somewhat important	32%
BOTTOM 2 BOX (NET)	4%
Not too important	3%
Not at all important	1%
Not sure	1%
Decline to answer	-

SECTION 1000: TEACHER AND SCHOOL DEMOGRAPHICS

BASE: QUALIFIED TEACHERS (n=1003)

Q621 Is your school an elementary school, a junior high or middle school, or a senior high school?

Elementary school (K-5th grade)	71%
SECONDARY (NET)	37%
Junior high or middle school (6th - 8th grade)	24%
Senior high school (9th - 12th grade)	20%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q625 Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

URBAN (NET)	27%
Inner city	15%
Urban	13%
Suburban	35%
RURAL (NET)	35%
Small town	16%
Rural	19%
Not sure	2%
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q631 Region of school location

Northeast	18%
Midwest	26%
South	22%
West	33%

BASE: QUALIFIED TEACHERS (n=1003)

Q635 What grades do you currently teach?

ELEMENTARY (K-5) (NET)	68%
Kindergarten	13%
First grade	14%
Second grade	16%
Third grade	16%
Fourth grade	15%
Fifth grade	14%
JUNIOR HIGH/MIDDLE (6-8)	22%
Sixth grade	10%
Seventh grade	11%
Eighth grade	10%
HIGH SCHOOL (9-12) (NET)	16%
Ninth grade	10%
Tenth grade	11%
Eleventh grade	11%
Twelfth grade	10%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q640 Altogether, how many years have you worked as a teacher?

5 years or less	15%
6 to 10 years	17%
11 to 20 years	30%
21 or more years	37%
Not sure	-
Decline to answer	-
Mean	17.3

BASE: ALL QUALIFIED TEACHERS (n=1003)

Q1005 What subjects do you teach this school year?

General subjects	29%
Math	53%
English	60%
Science (including biology, chemistry, physics, etc.)	50%
Social Studies	48%
Foreign language	3%
Band/Orchestra/Music/Chorus	4%
Business courses	1%
Computers	6%
Physical education	6%
Special education	4%
Vocational education	-
Other	24%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q1010 What was the last grade or level of school that you yourself completed?

Two-year college graduate	-
Four-year college graduate	25%
Some graduate credits	16%
Master's completed	44%
Credits beyond master's	14%
Ph.D. (Ed.D) completed	1%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q1015 What percentage of students in your school come from low income families?

33% or less	31%
34%-66%	29%
67%-100%	37%
Not sure	4%
Decline to answer	1%
MEAN	52.8

BASE: QUALIFIED TEACHERS (n=1003)

Q1020 What percentage of students in your school come from minority families?

33% or less	50%
34%-66%	18%
67%-100%	29%
Not sure	2%
Decline to answer	-
MEAN	41.5

BASE: QUALIFIED TEACHERS (n=1003)

Q1025 What percentage of students in your school are English Language Learners (ELL)?

33% or less	73%
34%-66%	11%
67%-100%	13%
Not sure	3%
Decline to answer	-
MEAN	23.5

BASE: QUALIFIED TEACHERS (n=1003)

Q1030 In total, how many students attend your school?

Less than 500	38%
500-999	43%
1000 or more	18%
Not sure	-
Decline to answer	-

BASE: QUALIFIED TEACHERS (n=1003)

Q1035 Gender

Male	25%
Female	75%

BASE: QUALIFIED TEACHERS (n=1003)
Q1040 Age

32 and under	13%
33-44	28%
45-63	54%
64+	3%
Not sure	-
Decline to answer	2%
Mean	46.1

BASE: QUALIFIED TEACHERS (n=1003)
Q1045/1050 Race/Ethnicity

White	81%
BLACK/AFRICAN AMERICAN (NET)	7%
Black	3%
African American	3%
Asian or Pacific Islander	-
Native American or Alaskan native	1%
Mixed racial background	2%
Hispanic	6%
Other race	2%
Not sure	-
Decline to answer	1%

2009 MetLife Survey of the American Teacher
Principal Data
Data-sheeted Questionnaire

- Total sample includes 500 public school K-12 principals.
- Data were weighted to be representative of the population of U.S. public school K-12 principals.
- Interviewing was conducted online from October 19th – November 16th, 2009.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

SECTION 700: STUDENT ACHIEVEMENT AND EXPECTATIONS

BASE: QUALIFIED PRINCIPALS (n=500)

Q700 How many students in your school…?

1 Have a sense of responsibility for their own education.

ALL/MOST (NET)	72%
All	12%
Most	60%
Some	21%
A FEW/NONE (NET)	6%
A few	4%
None	2%
Not sure	1%
Decline to answer	-

2 Have set goals for their education.

ALL/MOST (NET)	63%
All	24%
Most	40%
Some	26%
A FEW/NONE (NET)	9%
A few	8%
None	2%
Not sure	1%
Decline to answer	-

3 Have the ability to succeed academically.

ALL/MOST (NET)	96%
All	51%
Most	45%
Some	4%
A FEW/NONE (NET)	-
A few	-
None	-
Not sure	-
Decline to answer	-

4 Are motivated to succeed academically.

ALL/MOST (NET)	86%
All	17%
Most	69%
Some	11%
A FEW/NONE (NET)	3%
A few	3%
None	-
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q705 How confident are you that teachers in your school have the knowledge and skills necessary to enable all students to succeed academically?

VERY/SOMEWHAT CONFIDENT (NET)	100%
Very confident	84%
Somewhat confident	16%
NOT TOO/NOT AT ALL CONFIDENT (NET)	-
Not too confident	-
Not at all confident	-
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q710 How much do you agree or disagree with the following statements?

1 The teachers in a school share responsibility for the achievement of all students.

TOP 2 BOX (NET)	100%
Strongly agree	90%
Somewhat agree	10%
BOTTOM 2 BOX (NET)	-
Somewhat disagree	-
Strongly disagree	-
Not sure	-
Decline to answer	-

2 It is important for all students to have one year or more of post-secondary education after high school in order to be prepared for work or a career.

TOP 2 BOX (NET)	95%
Strongly agree	69%
Somewhat agree	26%
BOTTOM 2 BOX (NET)	5%
Somewhat disagree	4%
Strongly disagree	1%
Not sure	-
Decline to answer	-

3 Students in my school only do enough work to do as well as they need to get by in school.

TOP 2 BOX (NET)	30%
Strongly agree	5%
Somewhat agree	25%
BOTTOM 2 BOX (NET)	69%
Somewhat disagree	32%
Strongly disagree	37%
Not sure	1%
Decline to answer	-

4 My school does a good job of teaching students who are English Language Learners.

TOP 2 BOX (NET)	86%
Strongly agree	61%
Somewhat agree	24%
BOTTOM 2 BOX (NET)	3%
Somewhat disagree	3%
Strongly disagree	-
Not sure	6%
Decline to answer	5%

5 Most teachers in my school adjust instruction and assessment to meet the needs of diverse learners.

TOP 2 BOX (NET)	98%
Strongly agree	70%
Somewhat agree	28%
BOTTOM 2 BOX (NET)	2%
Somewhat disagree	1%
Strongly disagree	1%
Not sure	-
Decline to answer	-

6 Students and families in my school have access to integrated health, mental health, social and educational services.

TOP 2 BOX (NET)	84%
Strongly agree	43%
Somewhat agree	41%
BOTTOM 2 BOX (NET)	14%
Somewhat disagree	10%
Strongly disagree	4%
Not sure	2%
Decline to answer	1%

7 Most teachers in my school hold high standards for all of the students.

TOP 2 BOX (NET)	100%
Strongly agree	82%
Somewhat agree	17%
BOTTOM 2 BOX (NET)	-
Somewhat disagree	-
Strongly disagree	-
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q715 What percentage of the students in your school do you think will do the following after they leave high school? (Mean)

Work full-time	24%
Attend a technical or vocational school	14%
Attend a two year community college	19%
Attend a four year college	38%
Something else	5%

BASE: QUALIFIED PRINCIPALS (n=500)

Q720 Thinking about the future of education, how much of an impact would each of the following have on improving student achievement?

1 Setting high expectations for all students

TOP 2 BOX (NET)	98%
Major impact	89%
Moderate impact	9%
BOTTOM 2 BOX (NET)	2%
Slight impact	2%
No impact	-
Not sure	-
Decline to answer	-

2 A school culture where students feel responsible and accountable for their own education

TOP 2 BOX (NET)	98%
Major impact	89%
Moderate impact	9%
BOTTOM 2 BOX (NET)	2%
Slight impact	2%
No impact	-
Not sure	-
Decline to answer	-

3 Providing all students with core reading, writing and math skills

TOP 2 BOX (NET)	99%
Major impact	92%
Moderate impact	7%
BOTTOM 2 BOX (NET)	1%
Slight impact	1%
No impact	-
Not sure	-
Decline to answer	-

4 Greater collaboration among teachers and school leaders

TOP 2 BOX (NET)	98%
Major impact	78%
Moderate impact	20%
BOTTOM 2 BOX (NET)	2%
Slight impact	2%
No impact	-
Not sure	-
Decline to answer	-

5 Connecting classroom instruction to the real world

TOP 2 BOX (NET)	99%
Major impact	80%
Moderate impact	19%
BOTTOM 2 BOX (NET)	1%
Slight impact	1%
No impact	-
Not sure	-
Decline to answer	-

6 Addressing the individual needs of diverse learners

TOP 2 BOX (NET)	99%
Major impact	86%
Moderate impact	13%
BOTTOM 2 BOX (NET)	1%
Slight impact	1%
No impact	-
Not sure	-
Decline to answer	-

SECTION 800: TEACHING METHODS

BASE: QUALIFIED PRINCIPALS (n=500)

Q800 How much do you agree or disagree with the following statements?

1 Ultimately, the principal should be held accountable for everything that happens to the children in his or her school.

TOP 2 BOX (NET)	91%
Strongly agree	52%
Somewhat agree	39%
BOTTOM 2 BOX (NET)	9%
Somewhat disagree	5%
Strongly disagree	4%
Not sure	-
Decline to answer	-

2 Ultimately the teacher should be held accountable for the academic success or failure of the children in his or her class.

TOP 2 BOX (NET)	90%
Strongly agree	37%
Somewhat agree	53%
BOTTOM 2 BOX (NET)	10%
Somewhat disagree	7%
Strongly disagree	2%
Not sure	-
Decline to answer	-

3 At my school, the teachers, principals and other school professionals trust each other.

TOP 2 BOX (NET)	98%
Strongly agree	71%
Somewhat agree	28%
BOTTOM 2 BOX (NET)	2%
Somewhat disagree	2%
Strongly disagree	-
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q810 How often do the following occur at your school?

1 My decisions on school improvement strategies are influenced by faculty input

TOP 2 BOX (NET)	90%
Always	49%
Often	41%
Sometimes	10%
BOTTOM 2 BOX (NET)	-
Rarely	-
Never	-
Not sure	-
Decline to answer	-

2 My school structures time for teachers to work together

TOP 2 BOX (NET)	84%
Always	54%
Often	30%
Sometimes	14%
BOTTOM 2 BOX (NET)	2%
Rarely	2%
Never	-
Not sure	-
Decline to answer	-

3 School leaders share responsibility with teachers to achieve school goals

TOP 2 BOX (NET)	97%
Always	65%
Often	31%
Sometimes	3%
BOTTOM 2 BOX (NET)	-
Rarely	-
Never	-
Not sure	-
Decline to answer	-

4 Teachers observe each other in the classroom and provide feedback to each other

TOP 2 BOX (NET)	32%
Always	6%
Often	25%
Sometimes	42%
BOTTOM 2 BOX (NET)	26%
Rarely	21%
Never	5%
Not sure	-
Decline to answer	-

5 Teachers examine and discuss student work with each other regularly

TOP 2 BOX (NET)	78%
Always	32%
Often	46%
Sometimes	20%
BOTTOM 2 BOX (NET)	3%
Rarely	3%
Never	-
Not sure	-
Decline to answer	-

6 Beginning teachers have opportunities to work with more experienced teachers

TOP 2 BOX (NET)	87%
Always	57%
Often	30%
Sometimes	11%
BOTTOM 2 BOX (NET)	1%
Rarely	1%
Never	-
Not sure	-
Decline to answer	1%

7 Teachers meet in teams to learn what is necessary to help their students achieve at higher levels

TOP 2 BOX (NET)	89%
Always	47%
Often	41%
Sometimes	10%
BOTTOM 2 BOX (NET)	1%
Rarely	1%
Never	-
Not sure	-
Decline to answer	-

SECTION 900: TEACHING PROFESSION

BASE: QUALIFIED PRINCIPALS (n=500)

Q900 Thinking about the current debate on education, would you strongly agree, somewhat agree, somewhat disagree or strongly disagree that teachers' voices in general have been adequately heard?

TOP 2 BOX (NET)	56%
Strongly agree	13%
Somewhat agree	43%
BOTTOM 2 BOX (NET)	44%
Somewhat disagree	27%
Strongly disagree	17%
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q905 How much do you agree or disagree with the following statements?

1 Some teachers in my school combine part-time classroom teaching with other roles or responsibilities in my school or district.

TOP 2 BOX (NET)	49%
Strongly agree	21%
Somewhat agree	29%
BOTTOM 2 BOX (NET)	49%
Somewhat disagree	16%
Strongly disagree	33%
Not sure	1%
Decline to answer	-

2 Some teachers in my school have entered teaching from other careers.

TOP 2 BOX (NET)	69%
Strongly agree	19%
Somewhat agree	50%
BOTTOM 2 BOX (NET)	30%
Somewhat disagree	15%
Strongly disagree	14%
Not sure	1%
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q910 Thinking about the future of education, how important do you think the following are for improving student achievement?

1 Having opportunities for learning beyond the classroom and school building

TOP 2 BOX (NET)	99%
Very important	69%
Somewhat important	30%
BOTTOM 2 BOX (NET)	1%
Not too important	1%
Not at all important	-
Not sure	-
Decline to answer	-

2 Raising the awareness of all students of what is needed to succeed in higher education

TOP 2 BOX (NET)	100%
Very important	80%
Somewhat important	20%
BOTTOM 2 BOX (NET)	-
Not too important	-
Not at all important	-
Not sure	-
Decline to answer	-

3 Addressing the needs of students who are English Language Learners (ELL)

TOP 2 BOX (NET)	97%
Very important	79%
Somewhat important	18%
BOTTOM 2 BOX (NET)	2%
Not too important	1%
Not at all important	1%
Not sure	-
Decline to answer	1%

4 Preparing students for competition and collaboration in a global economy

TOP 2 BOX (NET)	99%
Very important	75%
Somewhat important	24%
BOTTOM 2 BOX (NET)	1%
Not too important	1%
Not at all important	-
Not sure	-
Decline to answer	-

5 Keeping pace with technology and related social changes

TOP 2 BOX (NET)	99%
Very important	81%
Somewhat important	18%
BOTTOM 2 BOX (NET)	1%
Not too important	1%
Not at all important	-
Not sure	-
Decline to answer	-

6 Having adequate public funding and support for education

TOP 2 BOX (NET)	100%
Very important	96%
Somewhat important	3%
BOTTOM 2 BOX (NET)	-
Not too important	-
Not at all important	-
Not sure	-
Decline to answer	-

7 Strengthening ties among schools and parents

TOP 2 BOX (NET)	99%
Very important	89%
Somewhat important	11%
BOTTOM 2 BOX (NET)	-
Not too important	-
Not at all important	-
Not sure	-
Decline to answer	-

8 Having access to integrated social, health and educational services for students and families

TOP 2 BOX (NET)	98%
Very important	60%
Somewhat important	38%
BOTTOM 2 BOX (NET)	2%
Not too important	2%
Not at all important	-
Not sure	-
Decline to answer	-

SECTION 1000: PRINCIPAL AND SCHOOL DEMOGRAPHICS

BASE: QUALIFIED PRINCIPALS (n=500)

Q621 Is your school an elementary school, a junior high or middle school, or a senior high school?

Elementary school (K-5th grade)	66%
SECONDARY (NET)	37%
Junior high or middle school (6th - 8th grade)	19%
Senior high school (9th - 12th grade)	20%
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q625 Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

URBAN (NET)	28%
Inner city	12%
Urban	16%
Suburban	36%
RURAL (NET)	35%
Small town	14%
Rural	21%
Not sure	1%
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q631 Region of school location

Northeast	18%
Midwest	26%
South	22%
West	33%

BASE: QUALIFIED PRINCIPALS (n=500)

Q1015 Altogether, how many years have you worked as a principal?

5 years or less	34%
6 to 10 years	30%
11 to 20 years	27%
21 or more years	9%
Not sure	-
MEAN	9.8

BASE: QUALIFIED PRINCIPALS (n=500)

Q1020 How many years, if any, have you taught full time in an elementary or secondary school classroom?

5 years or less	11%
6 to 10 years	26%
11 to 20 years	47%
21 or more years	16%
Not sure	-
MEAN	14

BASE: QUALIFIED PRINCIPALS (n=500)

Q1025 What was the last grade or level of school that you yourself completed?

Two-year college graduate	-
Four-year college graduate	1%
Some graduate credits	-
Master's completed	42%
Credits beyond master's	44%
Ph.D. (Ed.D) completed	12%
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q1030 What percentage of students in your school come from low income families?

33% or less	28%
34%-66%	35%
67%-100%	36%
Not sure	-
Decline to answer	-
MEAN	53

BASE: QUALIFIED PRINCIPALS (n=500)

Q1035 What percentage of students in your school come from minority families?

33% or less	49%
34%-66%	22%
67%-100%	27%
Not sure	-
Decline to answer	-
MEAN	41.9

BASE: QUALIFIED PRINCIPALS (n=500)

Q1040 What percentage of students in your school speak English as a second language?

33% or less	85%
34%-66%	9%
67%-100%	5%
Not sure	1%
Decline to answer	-
MEAN	14.1

BASE: QUALIFIED PRINCIPALS (n=500)

Q1045 In total, how many students attend your school?

Less than 500	57%
500-999	33%
1000 or more	10%
Not sure	-
Decline to answer	-

BASE: QUALIFIED PRINCIPALS (n=500)

Q1050 Gender

Male	52%
Female	48%

BASE: QUALIFIED PRINCIPALS (n=500)

Q1055 Age

32 and under	2%
33-44	28%
45-63	63%
64+	5%
Not sure	-
Decline to answer	2%
Mean	50.5

BASE: QUALIFIED PRINCIPALS (n=500)

Q1060/Q1065 Race/Ethnicity

White	79%
BLACK/AFRICAN AMERICAN (NET)	10%
Black	3%
African American	7%
Asian or Pacific Islander	1%
Native American or Alaskan native	-
Mixed racial background	1%
Hispanic	7%
Other race	1%
Not sure	-
Decline to answer	1%

2009 MetLife Survey of the American Teacher
Student Data
Data-sheeted Questionnaire

- Total sample includes 1,018 3rd-12th grade public school students with 360 3rd-6th graders and 658 7th-12th graders.
- Data were weighted to be representative of the population of U.S. 8-18 year olds.
- Interviewing was conducted online from October 14th – October 22nd, 2009.

Notes on reading the results:

The percentage of respondents has been included for each item. A dash represents a value of zero. An asterisk represents a value greater than zero but less than one. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

SECTION 700: STUDENT SURVEY

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q700 How much do you agree or disagree with the following statements?

1 It is my responsibility to pay attention and do the work it takes to succeed in school.

		Grade In School	
	Total	**3-6**	**7-12**
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	96%	96%	97%
Strongly Agree	73%	72%	73%
Somewhat Agree	23%	23%	23%
Disagree (NET)	4%	4%	3%
Somewhat Disagree	1%	1%	2%
Strongly Disagree	2%	3%	2%

2 I have set goals for my education.

		Grade In School	
	Total	**3-6**	**7-12**
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	80%	71%	86%
Strongly Agree	42%	32%	49%
Somewhat Agree	38%	39%	38%
Disagree (NET)	20%	29%	14%
Somewhat Disagree	16%	22%	11%
Strongly Disagree	5%	7%	3%

3 I only do enough work to do as well as I need to get by in school.

		Grade In School	
	Total	**3-6**	**7-12**
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	36%	36%	36%
Strongly Agree	8%	8%	8%
Somewhat Agree	28%	28%	27%
Disagree (NET)	64%	64%	64%
Somewhat Disagree	30%	25%	34%
Strongly Disagree	34%	40%	31%

4 It is important that I go to school or college after high school in order to be prepared for work or a career.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	95%	95%	95%
Strongly Agree	68%	68%	68%
Somewhat Agree	27%	27%	27%
Disagree (NET)	5%	5%	5%
Somewhat Disagree	3%	1%	3%
Strongly Disagree	2%	4%	1%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q710 How confident are you that you will achieve your goals for the future?

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Confident (NET)	95%	96%	94%
Very Confident	55%	55%	54%
Somewhat Confident	40%	41%	40%
Not Confident (NET)	5%	4%	6%
Not very confident	4%	4%	5%
Not at all confident	1%	*	1%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q715 How often do your teachers speak with you one-on-one about…? (Note: trends shown for first two options; third option was new in 2009)

1 Your plans for college or work after high school.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Ever (NET)	60%	46%	69%
At Least Once a Month (SUB-NET)	29%	18%	37%
Once a week or more	6%	5%	7%
A few times a month	12%	6%	17%
Once a month	10%	6%	13%
A few times a year	31%	28%	32%
Never	40%	54%	31%

2 Your interests and things that are important to you.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Ever (NET)	75%	78%	73%
At Least Once a Month (SUB-NET)	47%	53%	43%
Once a week or more	15%	23%	8%
A few times a month	19%	17%	20%
Once a month	14%	12%	15%
A few times a year	28%	25%	30%
Never	25%	22%	27%

3 What you should be doing now to do well in college someday.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Ever (NET)	66%	53%	75%
At Least Once a Month (SUB-NET)	38%	27%	46%
Once a week or more	11%	9%	12%
A few times a month	16%	9%	21%
Once a month	11%	9%	13%
A few times a year	28%	27%	28%
Never	34%	47%	25%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q720 How much do you agree or disagree with the following statements about the teachers in your school?

1 All of the teachers in my school want me to succeed.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	89%	92%	86%
Strongly Agree	53%	66%	44%
Somewhat Agree	35%	26%	42%
Disagree (NET)	11%	8%	14%
Somewhat Disagree	9%	6%	11%
Strongly Disagree	2%	2%	2%

2 My teachers give examples of how things I learn in school can be used in the real world.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	77%	82%	74%
Strongly Agree	32%	40%	26%
Somewhat Agree	45%	42%	47%
Disagree (NET)	23%	18%	26%
Somewhat Disagree	17%	16%	19%
Strongly Disagree	6%	2%	8%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q725 Overall, how much do teachers encourage you to do your best?

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Very Much/Somewhat (NET)	92%	95%	90%
Very Much	59%	72%	50%
Somewhat	33%	24%	40%
Not Very Much/Not At All (NET)	8%	5%	10%
Not very much	7%	4%	9%
Not at all	1%	1%	1%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q730 Do you agree or disagree with the following statements? (Note: trend shown for third option; first and second options were new in 2009)

1 My school does a good job of helping students who are learning to speak English.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	80%	83%	77%
Strongly Agree	25%	31%	20%
Somewhat Agree	55%	52%	57%
Disagree (NET)	20%	17%	23%
Somewhat Disagree	15%	13%	16%
Strongly Disagree	6%	3%	7%

2 Students in my school get to be creative and use their abilities at school.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	81%	85%	78%
Strongly Agree	32%	39%	27%
Somewhat Agree	49%	47%	51%
Disagree (NET)	19%	15%	22%
Somewhat Disagree	16%	13%	18%
Strongly Disagree	3%	2%	4%

3 Many students in my school are promoted to the next grade level without really being ready.

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Agree (NET)	45%	42%	48%
Strongly Agree	11%	10%	12%
Somewhat Agree	34%	32%	36%
Disagree (NET)	55%	58%	52%
Somewhat Disagree	32%	31%	33%
Strongly Disagree	22%	27%	19%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q735 Which of the following best describes your main plans after you leave high school?

	Total	Grade In School 3-6	7-12
	(n = 1018)	(n=360)	(n=658)
Work full-time	5%	7%	3%
School or college (NET)	85%	81%	88%
Attend a technical or vocational school	6%	6%	6%
College (SUB-NET)	79%	74%	82%
Attend a two year community college	10%	10%	11%
Attend a four year college	69%	65%	71%
Something else	10%	12%	9%

SECTION 600: STUDENT AND SCHOOL DEMOGRAPHICS

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q616 What is your current status as a student?

		Grade In School	
	Total	**3-6**	**7-12**
	(n = 1018)	(n=360)	(n=658)
3rd grade or earlier	14%	33%	-
4th grade	10%	23%	-
5th grade	9%	22%	-
6th grade	9%	22%	-
7th grade	8%	-	13%
8th grade	11%	-	19%
9th grade	8%	-	14%
10th grade	10%	-	18%
11th grade	12%	-	20%
12th grade	10%	-	16%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q620 Is the school that you currently attend…?

		Grade In School	
	Total	**3-6**	**7-12**
	(n = 1018)	(n=360)	(n=658)
In an urban or city area	26%	24%	28%
In a suburban area next to a city	46%	49%	44%
In a small town or rural area	24%	24%	24%
Not sure	4%	3%	4%

BASE: 3RD-12TH GRADE PUBLIC SCHOOL STUDENTS

Q621 Is your school…?

		Grade In School	
	Total	**3-6**	**7-12**
	(n = 1018)	(n=360)	(n=658)
A public school	100%	100%	100%

About the 2009 Survey and The MetLife Survey of the American Teacher Series

The MetLife Survey of the American Teacher: Collaborating for Student Success (2009) was conducted by Harris Interactive among a national sample of 1,003 public school teachers of grades K through 12 and 500 principals in schools with grades K through 12 by telephone, and 1,018 public school students in grades 3 through 12 online between October 14 and November 13, 2009. The data were weighted to key demographic variables to align with the national population of the respective groups. No estimates of theoretical sampling error can be calculated. In addition, an online strategy session was conducted on September 15, 2009 among a group of 25 public school teacher leaders, principals, and public education thought leaders to inform the development of the survey.

MetLife has sponsored the *MetLife Survey of the American Teacher* series since 1984 to give voice to those closest to the classroom. The reports for the entire series are now available online at www.metlife.com/teachersurvey with links to the ERIC (Education Resources Information Center) website: http://eric.ed.gov.

About MetLife

MetLife is a leading provider of insurance and financial services with operations throughout the United States and the Latin America, Europe and Asia Pacific regions. MetLife Foundation places strong emphasis on education and draws on the findings of the Survey to inform its grantmaking. For more information about MetLife, please visit the company's web site at www.metlife.com. Additional information about the Foundation is available at www.metlife.org.

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Harris Interactive is one of the world's leading custom market research firms, leveraging research, technology, and business acumen to transform relevant insight into actionable foresight. Known widely for the Harris Poll and for pioneering innovative research methodologies, Harris offers expertise in a wide range of industries and serves clients in over 215 countries and territories. For more information, please visit www.harrisinteractive.com.



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